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ABSTRACT

An exploratory study attempted 1) to identify elements of an existing film, "Frederick Douglass," which might affect self-image; 2) to incorporate such elements during the production of two new films, "John Mercer Langston," directed towards children, and "When Children Search for Themselves," directed towards teachers, and 3) to evaluate the effectiveness of these new films, combined with class discussion, for white, black, and Mexican-American ethnic groups. After the first two purposes were achieved, the "Langston" film was shown to a sample of sixth graders and the "When Children" film to their teachers. Analysis of the effects of these films showed that self-images of the various ethnic groups were modified, but not in any consistent way across instruments. The conclusion was that the new films may bring about realistic self-appraisal, but additional educational materials to develop self-enhancing behaviors are also required. (Author/JK)

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Final Report

Robert A. Weisgerber
Gary J. Coles

31 December 1971

Prepared for

National Center for Research and Development
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Prepared by

Robert A. Weisgerber

Gary J. Coles

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Project 8-0904

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Abstract

The purposes of this exploratory study were (I) to identify elements of an existing film, Frederick Douglass, which might affect self-image, (II) to incorporate such elements during the production of two new films, John Mercer Langston and When Children Search for Themselves, the former directed toward children and the latter for their teachers, and (III) to evaluate the effectiveness of these new films, combined with class discussion, for white, black and Mexican-American ethnic groups.

Phase I involved the analysis of film content, of sales and use patterns, and of experimental effects upon a sample of seventh and eighth graders. No effect on self-image was noted although the Douglass film was attended to.

Phase II was essentially a film production effort, subcontracted to Robert Saudek Associates.

Phase III involved the analysis of experimental effects of the Langston film upon a sample of sixth graders, after their teachers were shown the When Children Search for Themselves film. Results indicated that self-images of the various ethnic groups were modified, but not in a consistent way across instruments.

It was concluded that the new films may bring about realistic self-appraisal but additional educational materials to develop self-enhancing behaviors are required.

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The Project Director is indebted to the administration and teachers of the Portland Public Schools System and the Dallas Public Schools System who so willingly participated in providing the setting for the experimentation in Phases I and III. Thanks go also to the staff of the Poudre School District for their informal tryout of the films produced in Phase II.

INTRODUCTION

The general plan of the study was to explore the use of film in influencing positive self-image of the minority child by providing him with models with whom he can identify. Film drama, interspersed with class discussion, was used to encourage realistic self-appraisal and the initiation of self-enhancing behaviors. At the same time, it was anticipated that new insights might be gained into strategies for effective film development, for effective film usage on the part of teachers, and for methods of evaluating any inner changes in the child's self-image.

Research and development procedures were applied (1) to identify elements of an existing film which might affect self-image in minority group children, (2) to incorporate such elements during the production of two new films, one directed toward the children and the other directed toward teachers of those children, and (3) to evaluate the effectiveness of this film approach, with class discussion, on the target audience.

This Final Report summarizes the work done in Phases I and II and describes fully the work done in Phase III of this study. Phase I has been reported in detail by Weisgerber and Danoff (1969) and a copy of that Interim Report is available from the ERIC Document Reproduction Service in microfiche or hard copy as document ED 044 026. Phase II was essentially a development phase and while progress reports were generated, the principal products were two new films and associated teacher guides. Ultimate availability of these films has not as yet been determined, but it is anticipated that Robert Saudek Associates, who produced the films, will apply for distribution rights for IQ Films, Incorporated, New York, as allowable under U. S. Office of Education guidelines.

Phase III was an evaluative phase, in which the new strategy (films, guides, class discussion) was to be studied to determine whether the self-image of sixth grade minority children was modified. This experiment was conducted in cooperation with the Dallas Public Schools.

Previous Phases of the Study

Phase I. In this Phase, the American Institutes for Research examined and critically evaluated the existing film, Frederick Douglass, one of the Profiles in Courage Series, produced by Robert Saudek Associates, New York. A content analysis of the Douglass film was performed on two levels. First, a panel of experts used a structured analysis procedure to ascertain the aspects of the film which might be relevant to self-image (it was not originally produced for that purpose), and also made a subjective rating of its qualities. Second, the script was studied to ascertain the verbal difficulty level and thus establish an appropriate age level at which it might be viewed.

A dissemination analysis, i.e. a survey of all buyers and users across the country, was performed to ascertain whether the Douglass film was being bought and used by school districts having large minority concentrations. Some effort was also made to note whether the teachers were using the film primarily for its cognitive (historical) content or its affective (self-image) content.

An experimental study was conducted to determine audience effects when the Douglass film was used with and without follow-up discussion. A sample of 24 classes of seventh and eighth grade students in the Portland Public Schools was used, balanced for white or black predominance in the classes.

In summary, the findings from Phase I strongly suggested that the Douglass film:

- had four affective message components which were considered pertinent to self-concept.
- had average to excellent technical qualities.
- was appropriate for use at the seventh grade level and above.
- was bought by school districts over a wide geographic distribution, but chiefly by districts having little black enrollment.
- was used by teachers more for cognitive purposes than affective purposes.
- was significantly attended to by the experimental students as assessed by the "I Would" and "Who Would" film report instruments.
- was not significantly effective in modifying the self-image

of experimental students as measured by a battery of eight self-concept instruments.

- did provide a film role model (the black hero) with whom both black and white students could identify.

Based on these findings, recommendations were given to Robert Saudek Associates concerning a number of production considerations for their guidance in developing the new student film and its companion teacher training film.

Phase II. As a first step in development, the Project Director met with key personnel at Robert Saudek Associates and reviewed a number of potential role models (historical black personalities of prominence) against the criteria suggested by Phase I research. John Mercer Langston, a black who achieved prominence in political and educational circles, circa 1860, but who is relatively unknown today, was chosen. The selection was made primarily because a number of experiences in Langston's early childhood, as chronicled in his autobiography, could be seen as bearing directly on his search for an identity and his learning to make decisions that affect his own future. Moreover, these experiences could be seen to parallel experiences that might well occur to many contemporary black children, particularly those in lower socio-economic status, urban contexts.

The film script was prepared by William Denby, a noted black author. It was reviewed for historical accuracy by Charles Hamilton, who authored a book on the political modernization of black urban America; for dramatic quality by Walter Kerr, the renowned drama critic; for educational values by Dr. Wesley Meierhenry, a leading educator at Teachers College, University of Nebraska. It was also reviewed by the U. S. Office of Education monitor, Mr. Gene Wenner, and various staff at the American Institutes for Research. A working session with the Project Director led to further revisions.

The John Mercer Langston film was prepared in 16mm color with a 25 minute running time, although by design this film was constructed with two "intermissions" to enable class discussion to take place. At each of these points the word "Why?" appeared on the screen, followed by sufficient black leader to permit the projector to be turned off

before the next scene appeared. A third class discussion was to take place after the film had ended. Following review and approval of the interlock rough cut, and final production steps in making the finished film, a copy was made for use in preparation of the teacher training film.

The teacher training film, When Children Search for Themselves, was produced as a documentary showing how the Langston film was actually used by a teacher of a sixth grade class of multi-ethnic composition. The second portion of the teacher training film showed follow-up activities carried out by the sixth grade class, some comments about the experience by participating students, and an in-depth interview with the teacher to provide an interpretation of the experience.

The When Children Search for Themselves film was prepared in 16mm color with a 25 minute running time. The sound track was a combination of live dialogue between teacher and students and voice-over by a narrator-interpreter. Chosen for the narrator-interpreter task was Dr. A. W. Foshay, a well known educator on the faculty of Teachers College, Columbia University.

As a part of the film production subcontract, Robert Saudek Associates also developed a Teacher Guide to accompany each film. The finished Guide for John Mercer Langston was 27 pages long. It contained background reading for the teacher and students, synopses of the film's three acts, follow-up readings (including excerpts from those readings), suggested activities, and questions which teachers could use as probes during the film-oriented group discussions. The last of these pages was intended as a short self-evaluation inventory which could be reproduced by the teacher and given out to students after viewing the Langston film. Because of its measurement connotation, this self-evaluation inventory was prepared by the American Institutes for Research during Phase III. The ten items which comprise the inventory are those which had the highest communality (h^2) from among the 30 items on the "Would You" instrument. The reader should note that the ten item inventory shown in Appendix A is a product of the study and was not used for data collection.

In summary, the principal products of Phase II were:

. John Mercer Langston, a dramatic film intended for sixth grade

minority children, particularly blacks, designed to facilitate group discussion, and aimed at such self-image components as sense of control over the future and sense of personal identity.

- When Children Search for Themselves, a documentary film intended for sixth grade teachers who use the Langston film, designed to show the techniques for reinforcing the film's self-image message through group discussion, to give follow-up suggestions, and to provide an educational interpretation of the experience.
- Teachers Guides for both films, with the Langston Guide incorporating a short student self-evaluation inventory that teachers could reproduce for classroom use.

Selected Review of Related Literature

Special Considerations Regarding Outcomes. Secretary Richardson, in outlining his ideas on the realignment of education within HEW, has enumerated two points (among others) which bear on the present study. (Report on Educational Research, 1971) On the one hand, he states that a key goal is "to build a student's self-confidence, for the self-confident student is armed with another basic pre-condition for learning anything -- namely, the belief that he can learn." Yet he also calls for "competence according to one's ability." In balancing these two ideas, one would hope that as a result of a given educational experience the self-image held by students would be both more realistic and more constructively put to use.

It has been fairly well established (Webster and Kroger, 1963; Caplin, 1969) that self-concept and academic achievement are positively related for whites and blacks, and that one aspect of it, the child's sense of control over the environment, is a particularly important contributant to achievement. (Coleman, 1966; Gordon, 1970)

Stoll and McPartland (1969), in a secondary analysis of the Coleman data related to sense of control and efficacy, have succinctly stated a major dilemma; "If someone objectively has a low grade average, how can he be made to feel efficacious in spite of the actual limits on his opportunity to succeed? (Indeed, should there be a wholesale attempt to develop sense of control for students with genuine limitations?)"

Just as it would be unfair to raise the hopes and aspirations of non-performing children above the level of their capacity to perform,

so it would be unfair to assume that by virtue of being in an ethnic minority one's self-image automatically needs to be raised. Indeed, a number of recent studies on self-image have found that blacks may rate themselves higher than whites (Powers, Drane, Close, Noonan, Wines, and Marshall, 1971; Zirkel and Moses, 1971) and this may also be true for Mexican-Americans (Carter, 1968). Contrary to generally accepted expectations, it cannot be taken for granted that self-perceptions of urban disadvantaged students will result in lower self-ratings than those of advantaged students. (Soares and Soares, 1969) Certainly, what is needed then is self-image communication targeted not at all minorities or at all disadvantaged, but rather toward those students of any ethnic group who would appear negative about their self-perceptions and defeated in their outlook.

Pettigrew (1964) has surveyed the literature on intelligence and concluded, "... one of the most important facts about 'race' and measured intelligence (is that) individual differences in I.Q. <u>within</u> any one race greatly exceed differences <u>between</u> races." Given this conclusion, together with the positive relationship between self-concept and achievement, it would seem a meaningful consideration in the present study to observe stimulus effects upon students at different "levels" within an ethnic group as well as overall differences for each ethnic group.

In a research paper by McNeil and Altekruse (N.D.), reported by McNeil and Phillips (1968), semantic correlates of sixth grade lower and middle class whites, lower class blacks, and lower class Mexican-Americans in Austin, Texas, were analyzed. (Coincidentally, the present study used low and middle socio-economic status whites, blacks and Mexican-Americans in Dallas.) A major finding of this factor analytic study was that the four subcultures sharply differed in the way they viewed their environment and in the semantic meanings of evaluative words. In keeping with this finding, the present study was constrained to determine whether responses across races were similar or not, and if not, to perform separate analyses for each ethnic group to insure that these differing semantic viewpoints were preserved rather than confounded.

<u>Special Considerations Regarding Media Strategy</u>. The importance of an exploratory study which attempts to systematically study the effect of a particular educational strategy comprised of teacher training film, student film, teacher guides and class discussion, is heightened by the

large number of ethnic and self-image oriented materials that have become available in recent years. (Sprecher, 1970; Layer, 1969; Jablonsky, 1970)

Johnson (1969), Blank (1968) and others have argued eloquently for the use of audiovisual media in communicating with the disadvantaged minority youth and have pointed out some of the reasons why it seems particularly suited to their life style.

A key assumption in this study is that of role modeling and vicarious learning from film. Bandura (1969) states that "In most instances behavioral similarities are attributable in large part to modeling processes. The problem of identifying the sources of emulated behavior, however, is complicated by the fact that children are repeatedly exposed to multiple models including teachers, other adults in the immediate neighborhood, peer companions, and a host of prestigeful models presented mainly through television and films." Bandura's studies suggest that children's tive responses to film-mediated role models are very much affected by whether the demonstrated behaviors are positively or negatively reinforced. Clearly, for the present study, the nature and tone of the class discussion would have a moderating effect on the way that children subsequently behaved. Taking an example, a child who positively identified with the film role model might be influenced to change his mind as a result of class discussion. Thus, while the stimulus film can be said to be antecedent to the class discussion and to assessment in this study, it is not necessarily causal nor independent of the effects of class discussion. Consequently, this study views the student film, teacher training film, their associated printed teacher guides, and class discussion as a "black box" or total educational experience which is being evaluated.

Ideally, the outcome of an educational experience intended to modify self-image would be a lasting change in those behaviors of that individual which are self-enhancing. It is not as important that a child <u>says</u> he is a better person, than it is that he <u>acts</u> as though he believed he were a better person. For this to happen on any continuing basis, the child would have to internalize, i.e. form an internal cognitive model (Aronfreed, 1969), the motivational and informational content of the filmic message. Realistically, however, expectations about the enduring impact of a single educational experience, however well conceived and presented, should be tempered by the comments of Beatty, as quoted by Harvey and Denby (1970)

"the picture an individual has of what he is like....It is built up slowly over time from experiences the child has with his own body and directly with the environment....An individual comes to see himself in the world in rather specific ways and his behavior will be consistent with the kind of person he sees and feels himself to be." Certainly, the present exploratory study represents only an initial step toward the formulation of new internal cognitive models.

Principals for the development and use of media for culturally different learners have been drawn from research and from practice. (Conte and Grimes, 1969) For example, a self-image project for disadvantaged youth in Los Angeles, California, the JET Project, includes, as a program component, videotape interviews with black members of the community. The interviews reveal salient facts from each person's past ... his interests, his family background, problems he encountered as a youth, and how he was influenced. Conte and Grimes further point out that these tapes provide students with alternative models with whom they might identify.

Teahan (1969), in a series of studies on the effects of audiovisual (film) media on racial self-concept, has come to the conclusion that such films should be geared to reach the child of lower socio-economic origin and should feature attainable role model figures. He quotes Ginsberg, Anderson and Herma who state, "persons of exceptional accomplishments may not be as helpful a guide to the Negro youngster as the knowledge that individuals not too different from himself have risen one or two rungs on the ladder." While this line of reasoning continues to have considerable merit, the approach taken in the present study was to present a role model who, in the face of adversity, "discovered" himself and eventually rose to greatness. This later strategy offered the opportunity to maximize dramatic, emotional impact of the film message, which, in turn, was thought to account for much of the popular acclaim in the Profiles in Courage film series, including the Frederick Douglass film which was experimentally evaluated in Phase I of the present study.

Special Considerations Regarding Measurement. Although there is much confusion about labels for constructs and for measures in research concerned with the self (Wylie, 1961), Vincent (1968) has demonstrated that many of the labels are dealing essentially with the same variable. Stanwyck and Felker (1971) point out that self-concept measures actually measure a multitude of personality dimensions and proceed from varying

definitions of the construct. The present study uses the terms self-concept and self-image interchangeably, but maintains that there are generalized "global" aspects of the construct which are measured as the present, ideal and reflected self, (e.g., Do I like myself the way I am?) and "specific" attributes or characteristics which describe the manner in which the individual consistently acts or thinks of himself (e.g., How often am I a leader in my group?)

Assessment in the area of self-concept or self-image is less than precise in many ways. Wylie (1961) in a major text on self-concept, states that "We would like to assume that S's self-report responses are determined by his phenomenal field. However, we know that it would be naive to take this for granted, since it is obvious that such responses may also be influenced by (a) S's intent to select what he wishes to reveal to the E; (b) S's intent to say that he has attitudes or perceptions which he does not have; (c) S's response habits, particularly those involving introspection and the use of language; (d) a host of situational and methodological factors which may not only induce variations in (a), (b), and (c), but may exert other more superficial influences on the responses obtained." In view of these possibilities, any results from studies dealing with self-concept are best thought of as suggestive. In an exploratory study such as the present one, it is especially important to examine students' responses critically, and with a knowledge of content and purpose in the stimulus or educational experience, make tentative explanations about the ways students' response patterns might have been causally influenced and whether they represent "true" and "realistic" descriptions of the self.

As has been pointed out by Gupta and Guilford (1971), construction of affective test items is a difficult procedure since a number of criteria effect their usability. Examination of items in a variety of affective measures (Beatty, 1969; Fox, Luszki and Schmuck, 1966) indicates that transparency of intent is characteristic of many of them. Typically, this is even more the case with items measuring self-concept and best can be avoided through unobtrusive observational techniques or through extensively pretested instruments in which items are presented pictorially or otherwise are imbedded in a context which masks intent. Neither of these latter options was possible in Phase III of this study, therefore,

the implications of transparency of items have been given consideration in this study in the discussion of results. Presumably, the semantic differential instruments used in this study, which load highly on an evaluative factor, and which assess the present, ideal and reflected self, may be affected more by transparency than would the film report and self report inventories, which call for estimates of "how often" the respondent exhibits certain behaviors.

A particularly relevant issue in the present study is the tendency toward favorable evaluation that is associated with the semantic differential technique. Messick (1969) reports that for 15 of 20 concepts evaluated by this technique ratings were consistently on the positive side of the polar scales. Thus, there is a tendency for the intervals on the positive side to be somewhat larger. Osgood, Suci and Tannenbaum (1961) indicate that "habits underlying favorable judgement are slightly stronger than those underlying unfavorable judgments." This tendency might be expected to be more pronounced when the referrent is the self, hence, interpretations of semantic differential results should take this tendency into account.

Methods

The experimental data were collected in 12 elementary schools in Dallas, Texas in May of 1971 by procedures described more fully subsequently in this section. In addition, a limited number of copies of the teacher training film and student film were deposited with key individuals who might be able to provide additional insights into the patterns of usage that might be expected if the materials were made available to wider viewing audiences.

For this latter purpose copies were deposited with 1) Columbia Teachers College to obtain information about the ways the films might appropriately be used in teacher education contexts, 2) Poudre School District #1, Fort Collins, Colorado, to study possible usage patterns in a small school district, 3) Portland Public Schools to obtain information about the new film(s) usage in comparison with Frederick Douglass film owned by them and tested there during Phase I of this study, and 4) the University of Minnesota to obtain information about possible usage patterns in a northern urban context.

Instruments

Three instruments previously used in Phase I of the study were reused in the Phase III experiment. These were the three semantic differential instruments "How I Am," "How I Would Like to Be," and "Most of My Classmates Think I Am," shown in Appendix B-1. Items on these instruments were selected from Osgood, Suci and Tannenbaum (1957) as having a loading of .76 or higher on an evaluative factor. The same polar terms were used as scale alternatives in each of the three instruments.

Admonishments by Wylie (1961) indicated that a number of previous research efforts in the self-concept domain may have failed not for lack of measurement of the dependent variable but for lack of consideration about a crucial independent variable. Specifically, there was insufficient attention to studying the parameters of the stimulus being presented, whether students had been attendant, and whether the students accurately received the message at all. Essentially, what is required is a self-report of what was experienced in the way of a stimulus.

As was the case in Phase I, two new instruments were developed in Phase III to assess the students' perceptions of the affective character-

istics of the role model in the stimulus film and their perceptions of the same affective characteristics within themselves. The instruments developed were "Would John" and "Would You," shown in Appendices B-2, B-3. An inventory or list of statements was developed (Appendix C) to describe dimensions of the self-concept to which the film was thought to be addressed. Items were then drafted to correspond to each of these statements. Attention was paid to the use of simple terminology and sentence brevity as appropriate for sixth grade readers. Three professional staff members not involved in the project critically reviewed the draft items as a check on whether the items did adequately correspond to or tap the stated aspects of self-concept thought to be relevant. A subsequent try-out of the instruments with several black children resulted in further simplifications of a few items.

Prior to analysis of the experimental data for treatment effects, both instruments were factor analyzed using merged data from the experimental and control populations. The starting estimate of the communalities was set equal to 1.0, and seven factors or components were extracted when the limiting eigenvalue was set at 1.0. These principal component factors were rotated to a varimax criterion and were "identified" as follows:

"Would John" instrument

I. Self-improvement
II. Self-satisfaction
III. Personal competency
IV. Perseverance
V. Make good choices (when required)
VI. Make realistic plans
VII. Control over events and others

These seven factors/components accounted for 48 percent of the total variance in "Would John" item responses.

"Would You" instrument

I. Self-improvement through self-evaluation
II. Confidence in own leadership
III. Sense of control over the future
IV. Self-satisfaction

V. Perseverance and delayed gratification

VI. Independent thinking

VII. Satisfaction with education

These seven derived factors accounted for 47 percent of the total variance in "Would You" item responses.

The complete rotated factor matrix for each instrument is shown in Appendices D and E, along with the rank order of the item loadings on each of the seven factors. The factor scores were used for analysis of main effects as described more fully in the section dealing with the analysis plan.

Study Design and Population

The population for the phase III study was drawn on a block sampling basis and stratified by ethnic group membership and socio-economic level. After a pairing of schools having similar ethnic and socio-economic qualities, each pair-half was randomly assigned to experimental and control conditions. This strategy provided for an equivalent number of classes (two per school) and eight classes per ethnic group. Only sixth grade classes were used. Table 1 shows the composition of the experimental and control samples.

TABLE 1

Composition of Experimental and Control Samples

		Blacks		Whites		Mexican-Americans	
		Low SES	Middle SES	Low SES	Middle SES	Low SES	Middle SES
Experimental	Schools	1	1	1	1	1	1
	Classes	2	2	2	2	2	2
Control	Schools	1	1	1	1	1	1
	Classes	2	2	2	2	2	2

Based on the sampling strategy outlined above, data were collected on 579 children. After two American Indian cases were dropped and twelve cases were dropped as non-valid for reasons recorded by the teachers

(e.g. non-readers or checking answers without looking at items), the N was 565. The n for blacks was 229, for whites was 207 and for Mexican-Americans was 129. Good balance was obtained across experimental and control conditions in terms of the numbers of each ethnic group and the numbers of each sex as shown in Appendix F.

Descriptive analyses were undertaken to further define the population of each ethnic group according to their language arts achievement, mathematics achievement, teachers' estimates of student self-image, teachers' estimates of student conduct, and age. These data are also reported in Appendix F. In terms of achievement, with grade A = 1, white students in this study received, on the average, the highest language arts report card grades ($\bar{X}$ = 2.11), blacks received the next highest grades ($\bar{X}$ = 2.31), and Mexican-Americans obtained the lowest grades ($\bar{X}$ = 2.37). These differences, however, were quite small. On the average, whites also tended to receive the highest mathematics report card grades ($\bar{X}$ = 2.27), followed by blacks ($\bar{X}$ = 2.47), and by Mexican-Americans ($\bar{X}$ = 2.62). These differences were also small. The three ethnic groups differed very little in terms of average age (blacks, $\bar{X}$ = 11.8; whites, $\bar{X}$ = 11.9; and Mexican-Americans, $\bar{X}$ = 12.0). It should be borne in mind that all of the students were in the last month of their sixth grade when the data were collected, hence the ages for all three groups tend to be younger than might be expected on a national basis.

A post test-only design was used in order to minimize classroom disruption and avoid test-retest complications in administration. Campbell and Stanley (1963) have indicated the general acceptability of this approach (Design 6). In the light of attitudinal research by Lana (1959), pretesting seems neither to interact with the treatment nor does it appear critical in assessing significant treatment effects.

Procedures for Data Collection

All teachers were brought together for a training session in which 1) the study purpose was discussed, 2) the teacher training film (When Children Search for Themselves) was shown, 3) explanations were given concerning the manner in which group discussions should be conducted and the student film (John Mercer Langston) was shown, 4) the measurement instruments were reviewed, 5) instrument administration instructions were given out, and 6) pre-packaged experimental and control materials were given out.

In the classroom, each experimental teacher showed part one of the John Mercer Langston film and then led a discussion about it before showing part two of the film. Class discussions also followed part two and part three of the film. Teachers were not constrained in the amount of time that could be devoted to each of these discussions nor were they told to employ any "hard sell" concerning the film message. Rather, they were to draw out the students' own perceptions of what happened in the film, what it meant in the life of the film's "hero," and its meaning for their own lives. In accord with the design of the film, the three group discussions were to shift in emphasis, that is, the latter discussions were to be proportionately less centered on the film content and more centered on examination of the self even though the two topics were continually linked together by the use of metaphors and film/self parallels drawn by the discussants.

Following the third discussion, the instruments were administered according to the instructions shown in Appendix G . Control groups were assessed concurrently in their own rooms in the school and had experienced neither the stimulus film nor the teacher led discussion.

The day after the data had been collected, the control group teachers were given the option of showing and discussing the John Mercer Langston film. Most of them elected to take advantage of this opportunity. No data were collected after these volunteer viewings.

Analysis Plan for Film Report and Self Report Instruments

The data analyses described in this section were repeated in each of the subpopulations, i.e., for blacks, whites and Mexican-Americans so that differences in semantic meaning were allowed for. (Appendix H)

Mean differences between experimental and control groups with regard to the seven "Would John" factor scores and seven "Would You" factor scores were tested for statistical significance. The findings for each *t* test are shown in the Results section.

Prior to the analysis of the data, it was hypothesized that film effects would be dependent upon each student's level of self-image. Overall experimental/control mean differences, then, might not be representative of the differences that would be observed for groups of students with different levels of self-image. That is, the factor scores of "low" self-image students might be affected in one way by the film/discussion and the factor scores of "moderate" or "high" self-image students might

not be influenced in the same way. Within each factor, a student's self-image "level" score was equal to the rank order of his particular factor score divided by the total number of students in his ethnic/treatment group. The division by the n in each group had the effect of standardizing the range of the self-image "level" variables over all groups in spite of the fact that there were different n's in each group (and thus differing numbers of ranks). In summary, (1) a self-image "level" variable was generated for each of the 14 factor scores (seven "Would John" and seven "Would You") and (2) this procedure was repeated for the students in each of the six groups defined by two treatment conditions (film and control) and the three subpopulations (black, white and Mexican-American).

A multiple regression analysis approach was selected as the most versatile and appropriate analytic technique that could be used to examine the effects of the film and whether or not these effects were dependent upon relative level of self-image. (See Multiple Regression Approach by Kelly, Beggs, McNeil, Eichelberger and Lyon, 1969) Therefore, a full linear model was developed which expressed the functional relationship between a factor score dependent variable and the independent variables, treatment and self-image "level." Restrictions could then be placed on this full model in accordance with the null hypotheses associated with the specific effects to be examined. The restricted models tested for curvilinear effects, curvilinear interaction, linear slope, linear interaction and intercept points of experimental (film) and control groups. The technical procedure involved in the present investigation is discussed in Appendix J.

The approach discussed above was applied to the 14 factor score variables for each race on the "Would John" and "Would You" instruments. Results were then plotted graphically so that the main effects on whites, blacks and Mexican-Americans of differing self-image "levels" could be readily seen.

Analysis Plan for the Semantic Differential Instruments

Scores on the three semantic differential instruments, "I Am," "How I Would Like to Be," and "How My Classmates Think I Am," were analyzed by t test of the means of experimental and control groups for each ethnic group to allow for possible differences in semantic meaning. (Appendix I) No attempt was made to relate these semantic differential scores to a self-image "level" variable as was done with the "Would John" and "Would You" instruments.

Results and Discussion

Results for the Film Report Instrument, "Would John"

As was discussed previously in somewhat more detail, the "Would John" inventory was used in the study as a film report instrument. This inventory was administered after the three semantic differential instruments, but before the self-report instrument, "Would You." It was intended to establish how experimental students (who were exposed to the John Mercer Langston film) perceived the self-image portrayal of the film hero. That is, whether the role model was perceived favorably with regard to factors discussed previously:

- self-improvement (Factor I)
- self-satisfaction (Factor II)
- personal competency (Factor III)
- perseverance (Factor IV)
- making good choices (Factor V)
- making realistic plans (Factor VI)
- control over events and others (Factor VII)

Thus, if John was perceived in the Langston film as demonstrating (or not demonstrating) a self-improvement characteristic, as tapped by Factor I, it could presumably make a difference in the way experimental students characterize themselves. Functionally, the film report "Would John" instrument served as a kind of link to the self-report "Would You" instrument. Because the items on the two instruments were parallel in construction, a similar pattern of responses by experimentals on the "Would You" and "Would John" instruments might be attributed to identification with the film hero. On the other hand, if similarity of patterns failed to develop on the two instruments it would tend to suggest that role identification was not taking place and other elements of the experience, particularly the class discussion, might have been the main influence on experimental students' scores.

Furthermore, it was felt that statistical procedures should be used which would indicate a) whether experimental and control groups had overall differences in their perceptions of John and b) whether students having low, middle or high "levels" of self-image perceived John differently. To ascertain overall differences, t tests of mean factor scores for ex-

perimentals and controls were used. To ascertain "level" differences, multiple regression techniques were used.

The results of mean comparisons are reported separately by ethnic group on each of the seven factors identified in the "Would John" instrument.

Results of the t tests for whites for each factor on the "Would John" instrument are reported in Table 2.

Table 2

Means, Standard Deviations, t Values and Significance Level for Whites on Seven Factors of the "Would John" Instrument

	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$*	.07	.26	.29	.04	.07	.00	.10
$\bar{X}_C$*	.21	-.50	-.28	-.02	.00	.02	.17
SD_E*	1.04	.93	.95	.90	1.04	1.02	1.03
SD_C*	.92	1.04	.92	1.00	1.06	.83	.86
t*	1.01	5.56	4.38	.48	.55	.20	.58
p*	NS	.01	.01	NS	NS	NS	NS

* $\bar{X}_E$ = experimental group mean factor score; $\bar{X}_C$ = control group mean factor score; SD_E = standard deviation, experimentals; SD_C = standard deviation, controls; t = value of t test; p = associated probability, two tailed.

Inspection of Table 2 indicates that only Factors II and III proved significant when the means of the two groups were compared. Since a higher mean score indicates that John was rated more favorably on a given factor, it is evident that experimental whites perceived John as having higher self-satisfaction (II) and higher personal competency (III) than did the controls , who only saw John's photograph on the instrument.

No significant differences appeared between experimental and control whites as to how they perceived John in self-improvement (I), perseverance (IV), making good choices (V), making realistic plans (VI), and control over events and others (VII).

Results of the t tests for blacks for each factor on the "Would John" instrument are reported in Table 3.

Table 3

Means, Standard Deviations, t Values and Significance Level for Blacks on Seven Factors of the "Would John" Instrument

	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$	-.12	.37	.17	-.13	-.13	.17	-.02
$\bar{X}_C$	-.05	.08	-.26	.06	.00	.02	-.18
SD_E	1.04	.96	1.00	1.08	.94	1.06	1.01
SD_C	.91	.82	.94	.99	1.02	1.08	1.12
t	.53	2.44	3.38	1.28	1.06	1.00	1.20
p	NS	.02	.01	NS	NS	NS	NS

Inspection of Table 3 indicates that only Factors II and III proved significant when the means of the two groups were compared. These results for blacks are similar to those of the whites in that experimentals perceived John as having higher self-satisfaction (II) and personal competency (III) than did the controls.

However, no significant differences were noted in the way experimental and control blacks perceived John in self-improvement (I), perseverance (IV), making good choices (V), making realistic plans (VI), and control over events and others (VII).

Results of the t tests for Mexican-Americans for each factor on the "Would John" instrument are reported in Table 4.

Table 4

Means, Standard Deviations, t Values and Significance Level for Mexican-Americans on Seven Factors of the "Would John" Instrument

	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$	-.26	-.10	.21	-.08	-.08	-.18	.02
$\bar{X}_C$	.07	-.27	-.01	-.16	-.12	-.18	-.09
SD_E	1.16	.93	1.14	1.09	1.14	.99	1.09
SD_C	.96	1.07	.98	.80	.87	.90	1.02
t	1.72	1.00	1.20	1.42	1.13	.00	.58
p	NS	NS	NS	NS	NS	NS	NS

It can be seen in Table 4 that mean differences in the perception of John by experimentals and controls were not found to be significant on any of the seven factors.

Results for the multiple regression analyses of the "Would John" instrument are reported for each factor. Separate plots of the experimental and control regression lines are shown for each ethnic group. These lines of best fit are approximations, meant to illustrate any differential effects in the way that low, middle and high self-image "level" students perceived the Langston film. The reader who is interested in the numerical findings on which these plots are based should turn to Appendix K. For a presentation of the statistical significance associated with the quadratic effects, linear effects, and intercepts of these lines (as tested by the full and restricted linear models discussed previously), the reader is referred to Appendix L. For R^2, number of parameters, and F values for each of the probabilities reported in Appendix L, the reader is referred to Appendix M.

Figure 1 shows the approximate plots for whites, blacks and Mexican-Americans for Factor I, self-improvement, on the "Would John" instrument.

Inspection of Figure 1 indicates that low self-image "level" experimental groups tended to score lower than their counterpart control groups in all three ethnic groups.* There was no meaningful difference between the middle "level" experimental and control groups for whites, blacks and Mexican-Americans, nor for high "level" whites and blacks. High Mexican-American experimentals tended to score below their counterparts. It would seem that John was not perceived more favorably with respect to self-improvement by film viewing groups than by control groups.

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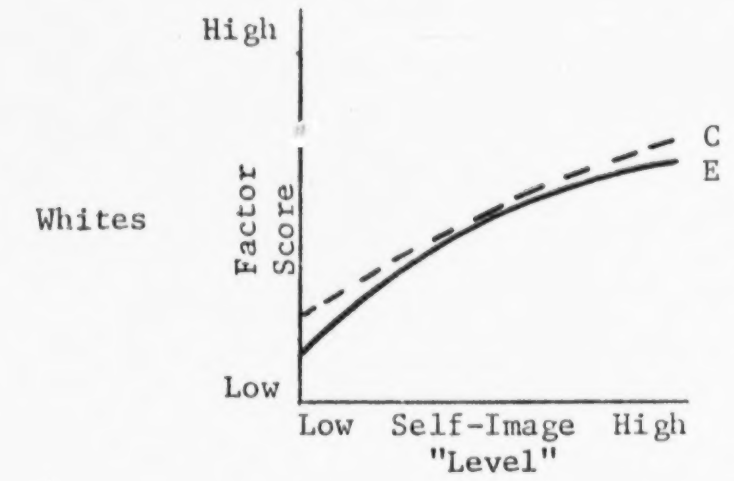
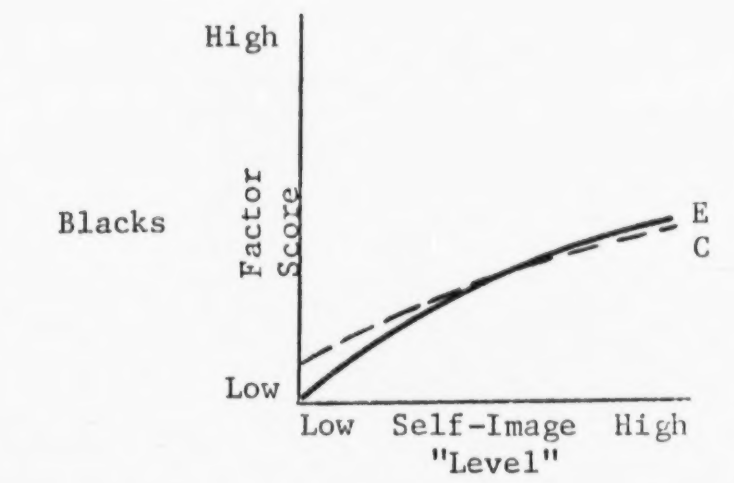
* The description of Figure 1 (and other Figures) which follows is to some extent judgmental. Since the lines shown are sketched rather than exact plots based on the actual regression coefficients, they must be viewed as providing an approximate idea of the results of each problem. In deciding whether an experimental sub-group (low, middle or high "level") was benefited in comparison to its counterpart control sub-group, relative difference figures were considered at the vertical Y axis, at .33, .67 and 1.00 of the horizontal X axis. In addition, if the experimental and control group curves intersected, then consideration was given as to whether this occurred in the low, middle or high range of "level" scores, thus neutralizing any relative differences between the sub-groups at that "level."





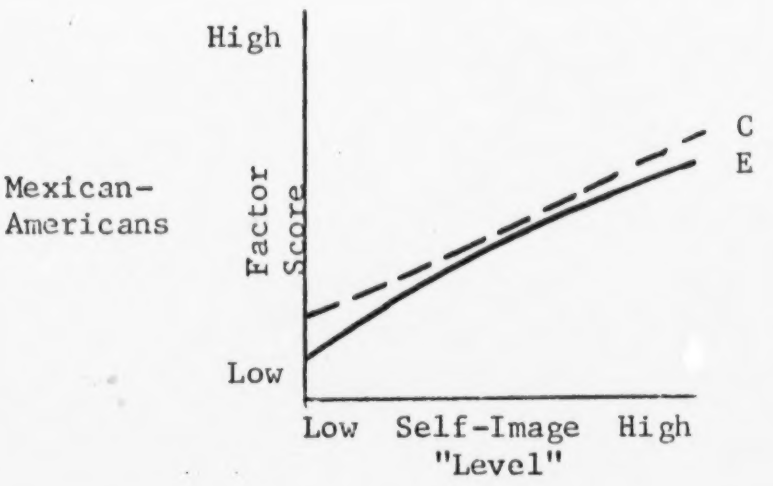
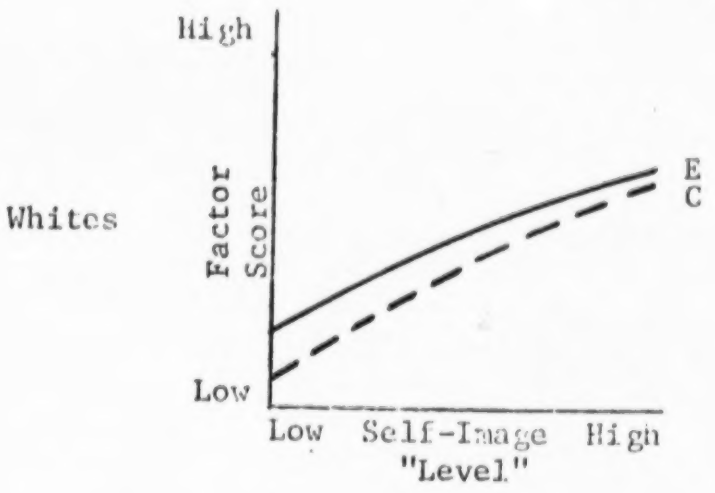
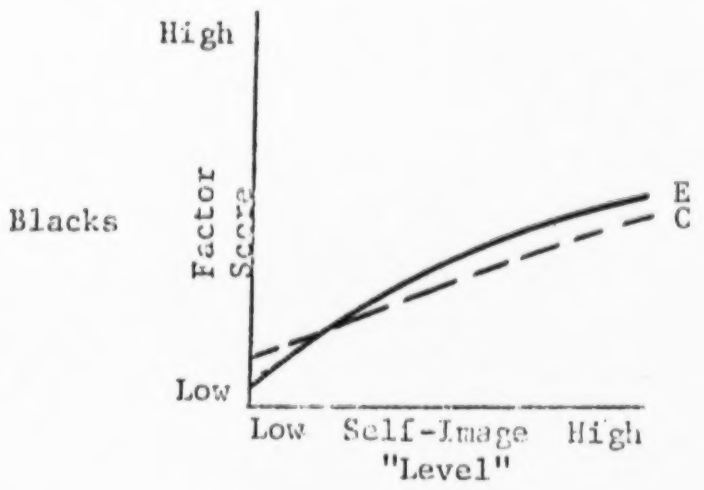


Figure 1. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor I (Self-Improvement) on "Would John" Instrument





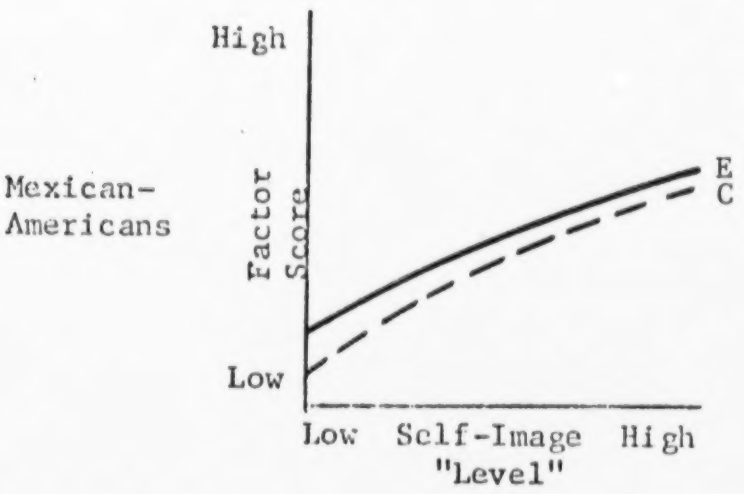


Figure 2. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor II (Self-Satisfaction) on "Would John" Instrument

As indicated in Figure 2, the experimental groups at most "levels" tended to perceive John as demonstrating self-satisfaction more than did control groups. This was particularly true for whites and blacks (significant mean differences had been found by t test) and to a lesser degree for Mexican- Americans.

Figure 3 presents experimental and control group results for Factor III, personal competency, on the "Would John" instrument.

As indicated in Figure 3, experimental groups consistently perceived John as demonstrating personal competency. This was true for all ethnic groups and all "levels." For both whites and blacks, mean differences had been found to be significant by t test. That this did not also occur for Mexican-Americans was largely due to low "level" experimentals who were only very slightly above their counterpart controls.

Figure 4 presents experimental and control group results for Factor IV, perseverance, on the "Would John" instrument.

As indicated in Figure 4, no meaningful differences were observed in the way white and black treatment groups perceived John. However, the Mexican-American low and middle "level" experimentals tended to perceive John as having less perseverance than did their counterpart controls.

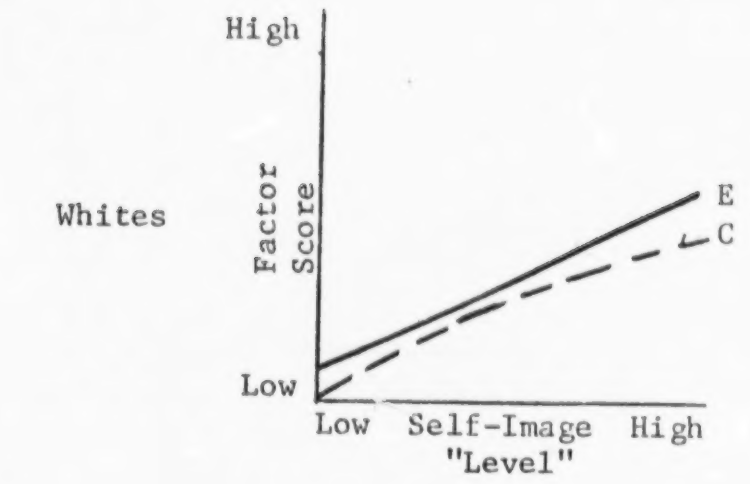
Figure 5 presents experimental and control group results for Factor V, making good choices, on the "Would John" instrument.

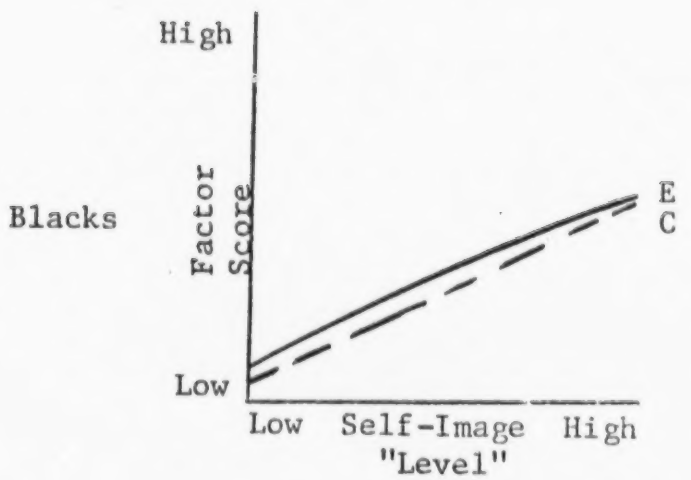
As indicated in Figure 5, low "level" experimental blacks and Mexican-Americans did not perceive John as making good choices as much as did their counterpart controls. For middle and high "level" Mexican-Americans and all "levels" of whites, there was no meaningful difference in the way experimental and control groups perceived John.

Figure 6 presents experimental and control group results for Factor VI, making realistic plans, on the "Would John" instrument.

As indicated in Figure 6, results are mixed regarding the way that John was perceived. While all "levels" of experimental blacks saw John more favorably in respect to the making of realistic plans, the differences were slight and tended to be largest for low "level" blacks. For whites, the low "level" experimentals tended to view John less favorably on this factor. Mexican-Americans differed very little in the way John was perceived on this factor, though high "level" experimentals tended to perceive him more favorably.

Figure 7 presents experimental and control group results for Factor VII, control over events and others, on the "Would John" instrument.





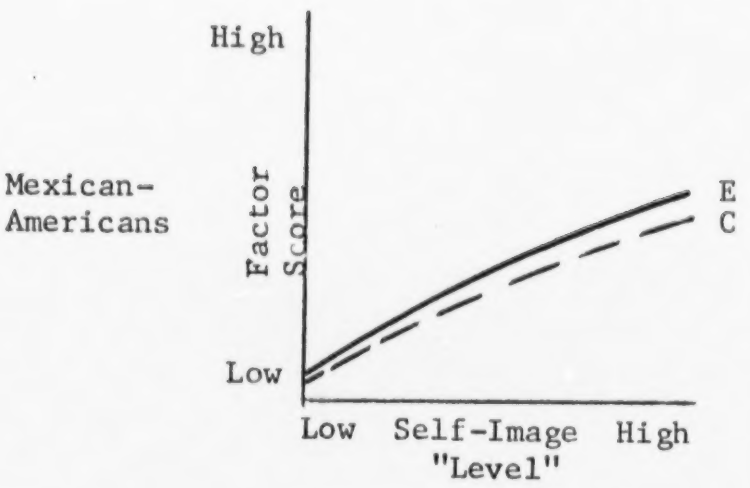
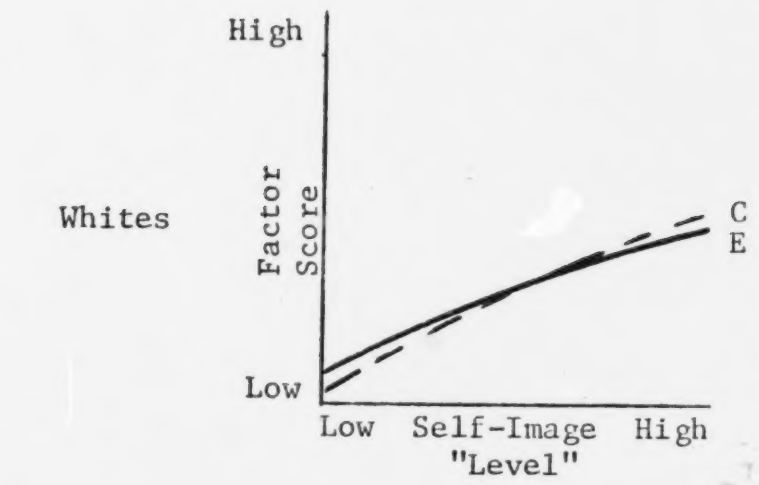
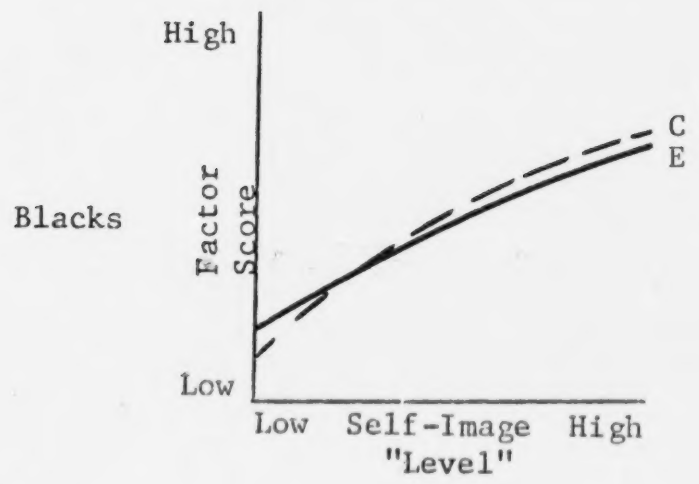


Figure 3. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor III (Personal Competency) on "Would John" Instrument





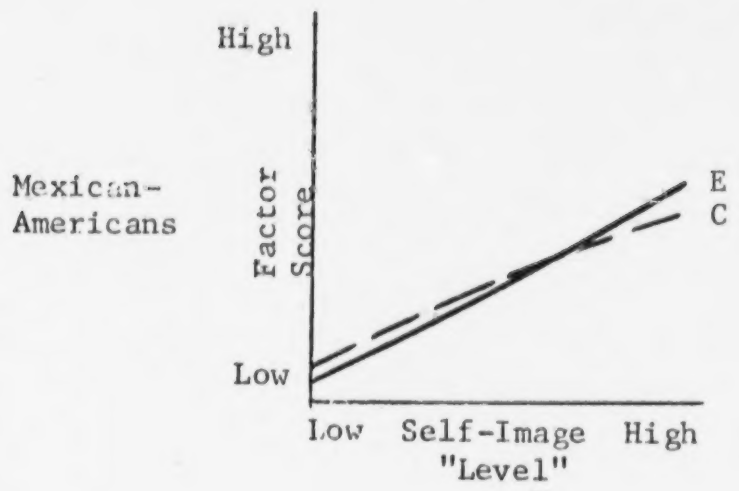
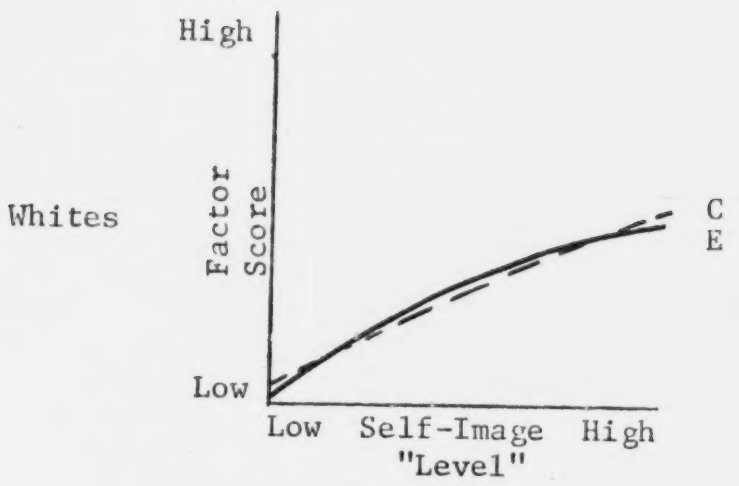
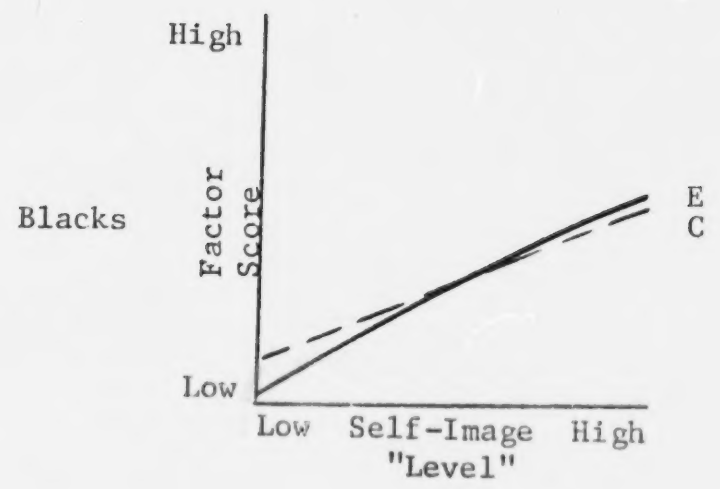


Figure 4. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor IV (Perseverance) on "Would John" Instrument





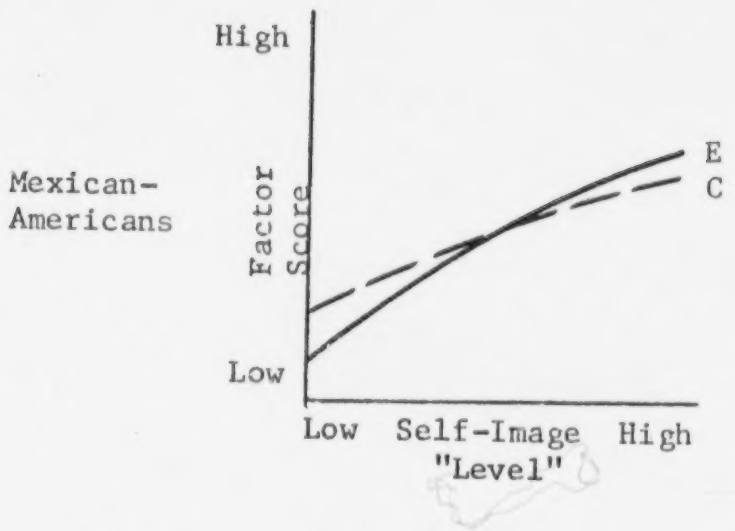
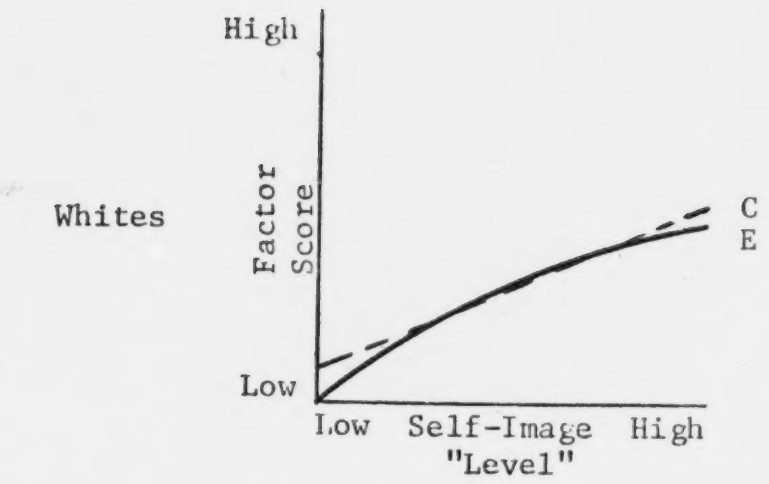
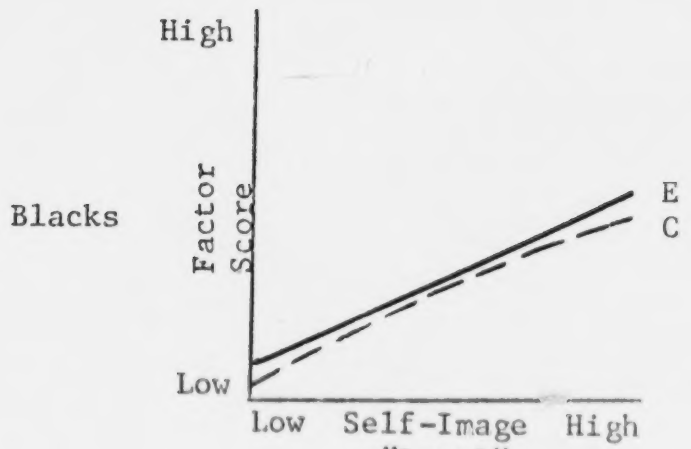


Figure 5. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor V (Making Good Choices) on "Would John" Instrument





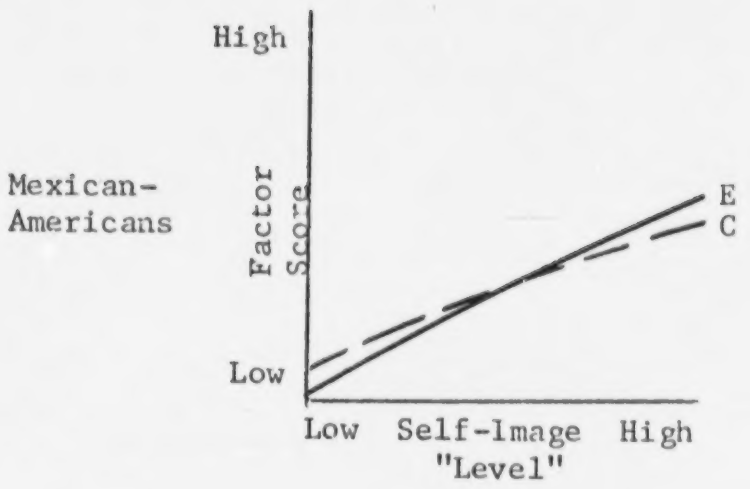
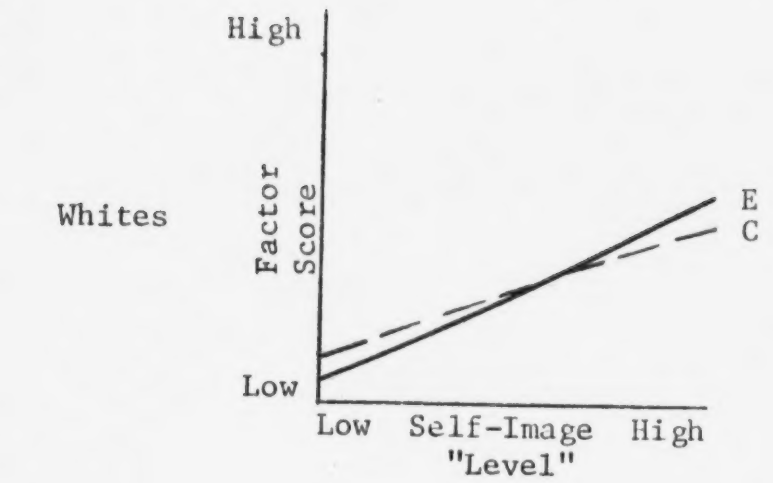
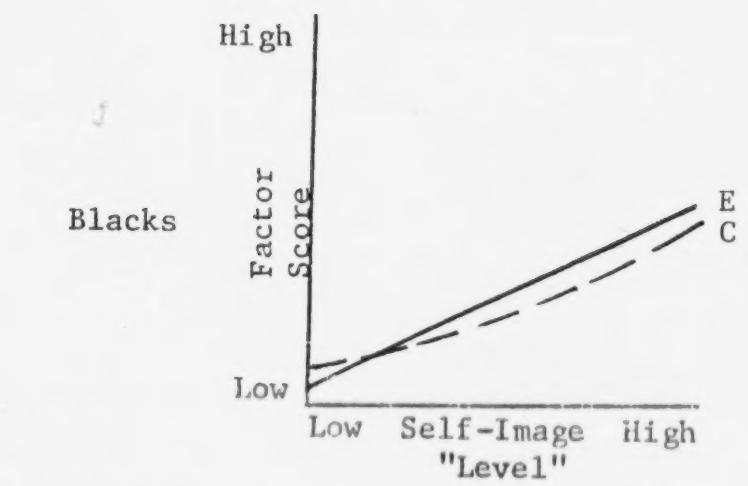


Figure 6. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor VI (Making Realistic Plans) on "Would John" Instrument





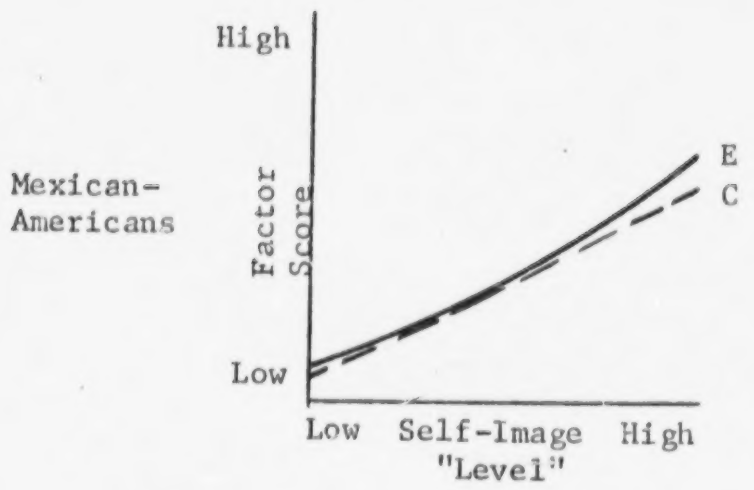


Figure 7. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor VII (Control over Events and Others) on "Would John" Instrument

As indicated in Figure 7, the experimental middle and high "level" blacks and high "level" Mexican-Americans tended to perceive John as having control over events and others more than did their counterpart controls. This difference in perceptions was never great, however, and interaction between experimental and control slopes for all three ethnic groups indicates that this perception of John was reversed at some point on the "level" continuum. In any event, it should be noted that low "level" experimental blacks did not see John favorably in respect to having control over events and others as did the middle and high "level" blacks, which would suggest that role modeling behavior might lead to different consequences.

Film Report Discussion

The overall findings from the "Would John" film report instrument can be summarized in terms of tendencies toward favorable perceptions of John by low, middle and high "level" experimental and control groups. For ease of comparison, these tendencies are indicated in Table 5 for each ethnic group.

Table 5

Self-Image "Levels" Tending to Report Favorable Perception of John on the Film Report Instrument

Factors	Whites			Blacks			Mexican-Americans		
	Low Lev.	Mid Lev.	High Lev.	Low Lev.	Mid Lev.	High Lev.	Low Lev.	Mid Lev.	High Lev.
I Self-Improvement	C(1)	N(1)	N	C	N	N	C	N	C
II Self-Satisfaction	E(1)	E	E *	N	E	E *	E	N	N
III Personal Competency	E	E	E *	E	E	E *	N	N	E
IV Perseverance	N	N	N	N	N	N	C	C	N
V Make Good Choices	N	N	N	C	N	N	C	N	N
VI Make Realistic Plans	C	N	N	E	N	N	N	N	E
VII Control over Events & Others	N	N	N	N	E	E	N	N	E

(1) C - control, N - neither, E = experimental
* Significant difference

It seems likely, as shown by the Table 5 interpretation, that John was perceived more favorably on the attributes of self-satisfaction and personal competency after viewing the John Mercer Langston film and participation in class discussion. On the attributes of self-improvement, perseverance, making good choices, making realistic plans and control over events and others, there was little evidence to show that John was perceived very differently as a result of viewing the John Mercer Langston film and participation in class discussion. Moreover, on a number of factors, low "level" experimentals perceived John less favorably than did their counterpart controls. This would suggest that they got something different out of the film and discussion than the intended message. In Factor V, making good choices, for example, it is plausible that John's choices in the film were correctly recognized as wrong ones in the first two segments of the film. It is not until late in the film that he "finds himself" and begins to exhibit good choice-making behavior.

Results for the Self Report Instrument, "Would You"

The "Would You" inventory was used in the study as a self report instrument. Assuming that the experimental groups perceived the film role model (John) as having favorable self-image attributes (as measured by the "Would John" inventory factor scores), the "Would You" instrument might similarly indicate whether experimental groups perceived their own personal attributes more favorably (as measured by the "Would You" inventory factor scores).

Results of the t tests for whites for each factor on the "Would You" instrument are reported in Table 6.

Table 6

Means, Standard Deviations, t Values and Significance Level for Whites on Seven Factors of the "Would You" Instrument

	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$	.14	.16	.02	.02	.07	-.02	-.02
$\bar{X}_C$	.11	-.12	.34	-.02	-.05	-.17	-.12
SD_E	1.11	1.03	1.01	1.09	.96	1.00	1.03
SD_C	.79	.84	.84	.84	.96	.79	.84
t	.19	2.14	2.48	.29	.90	1.21	.78
p	NS	.05	.02	NS	NS	NS	NS

In Table 6, significant differences in experimental and control means were observed for Factor II, confidence in own leadership, and Factor III, sense of control over the future. Mean scores for experimentals indicated they had more confidence in own leadership, but they had less sense of control over the future than did their control counterparts. No significant differences in mean scores of white experimental and control groups were observed for self-improvement through self-evaluation (I), self-satisfaction (IV), perseverance and delayed gratification (V), independent thinking (VI), and satisfaction with education (VII), though experimental means tended to be slightly higher than control means.

Results of the t tests for blacks for each factor on the "Would You" instrument are reported in Table 7.

Table 7

Means, Standard Deviations, t Values and Significance Level for Blacks on Seven Factors of the "Would You" Instrument

	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$	-.07	.09	-.25	.20	.13	.17	.15
$\bar{X}_C$	-.11	-.06	-.03	.11	.07	-.14	.12
SD_E	.96	1.09	.99	1.03	1.03	1.03	.93
SD_C	1.02	.98	.94	.77	.99	1.01	1.02
t	.12	1.16	1.73	.71	.46	2.25	.30
p	NS	NS	NS	NS	NS	.05	NS

A significant difference in means for experimental and control blacks was observed only on Factor VI, independent thinking, with experimentals evaluating themselves more favorably. Means for experimental groups tended to be slightly higher on the other factors as well, with the exception of Factor III, sense of control over the future, in which the mean of the control group tended to be higher.

Results of the t tests for Mexican-Americans for each factor on the "Would You" instrument are reported in Table 8.

Table 8

Means, Standard Deviations, t Values and Significance Level for Mexican-Americans on Seven Factors of the "Would You" Instrument

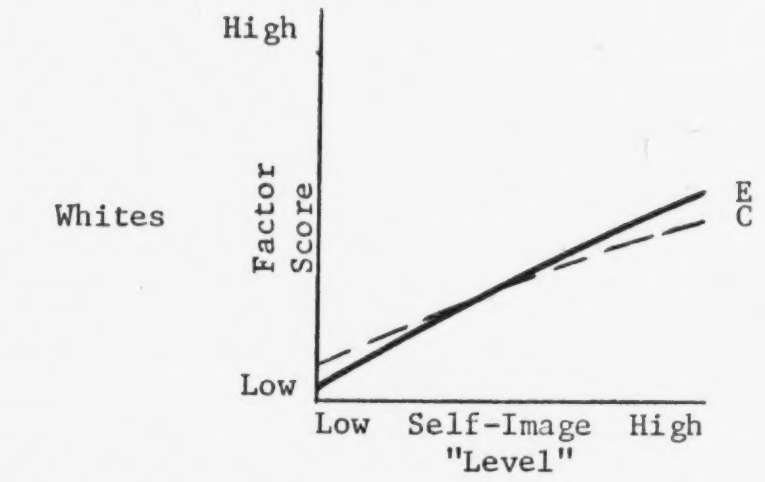
	Factors						
	I	II	III	IV	V	VI	VII
$\bar{X}_E$	-.06	.06	-.31	-.36	-.06	.27	-.12
$\bar{X}_C$	-.04	-.14	.18	-.18	-.27	.07	-.14
SD_E	1.09	1.12	1.10	1.29	1.13	1.01	1.01
SD_C	1.07	.92	1.02	1.01	.93	1.09	1.22
t	.13	1.11	2.61	.86	1.16	1.28	.09
p	NS	NS	.02	NS	NS	NS	NS

A significant difference in means for experimental and control Mexican-Americans was observed only on Factor III, sense of control over the future, with controls evaluating themselves more favorably than did their counterpart experimentals. Experimental group means tended to be slightly higher on Factors II, V, VI and VII, while control group means were slightly higher on Factors I and IV.

Results of the multiple regression analyses on each factor of the "Would You" self report instrument are presented as approximate plots of the lines of best fit for experimental and control groups. As was the case with the "Would John" instrument, the reader who is interested in the numerical findings on which these plots are based should turn to Appendix N. For a presentation of the statistical significance associated with the quadratic effects, linear effects, and intercepts of these lines (as tested by the full and restricted linear models discussed previously), the reader is referred to Appendix O. For the R^2, number of parameters, and F values for each of the probabilities reported in Appendix O, the reader is referred to Appendix P.

Figure 8 shows the approximate plots for whites, blacks and Mexican-Americans for Factor I, self-improvement through self-evaluation, on the "Would You" instrument.

As indicated in Figure 8, there was little overall difference in the way that blacks and Mexican-Americans perceived themselves with respect to self-improvement through self-evaluation. Whites tended to perceive themselves higher on this factor if they were already in the



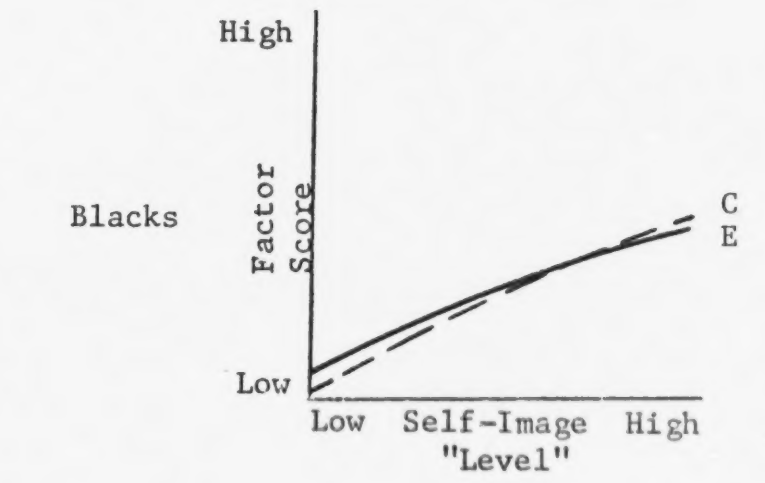


Figure 8. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor I (Self-Improvement through Self-Evaluation) on "Would You" Instrument

high self-image "level" sub-group, but the reverse was true for low "level" experimental whites. Taken as a whole, seeing the Langston film and discussing it did not seem to bear on this aspect of the self-image in any interpretable way.

Figure 9 shows approximate plots for experimental and control groups for Factor II, confidence in own leadership, on the "Would You" instrument.

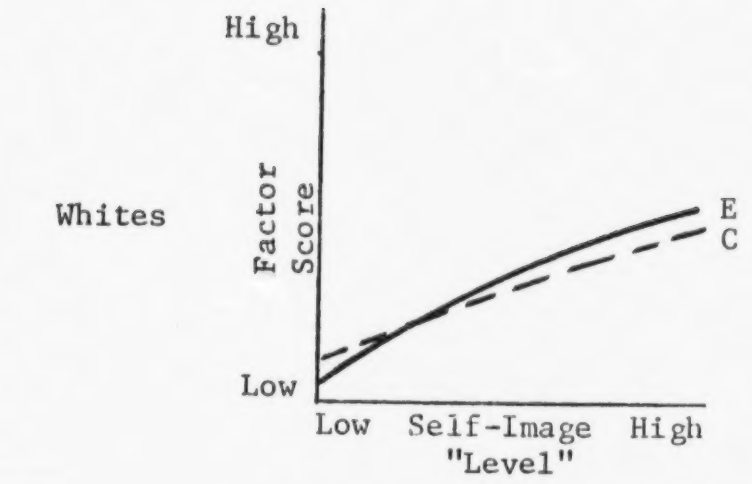
As indicated in Figure 9, middle and high "level" whites in the experimental group were more inclined to claim confidence in their own leadership than were their counterpart controls. (A significant difference in the t test comparison of means was noted previously.) High "level" Mexican-Americans also expressed more confidence in their own leadership, and there was a much less pronounced tendency by high "level" blacks to do the same. At other "levels" little difference between experimentals and controls in self-estimation of confidence in own leadership was observed.

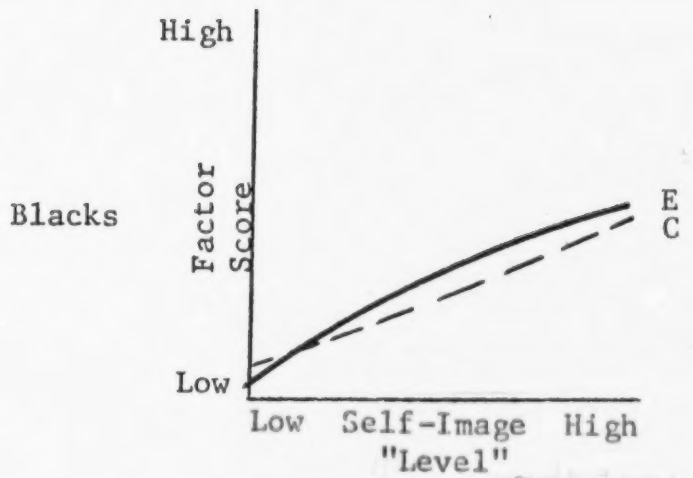
Figure 10 shows approximate plots for experimental and control groups for Factor III, sense of control over the future, on the "Would You" instrument.

As indicated in Figure 10, experimental groups saw themselves as having less control over the future than did their counterpart controls. This was true for all "levels" and all ethnic groups and led to significant differences in experimental and control means for whites and Mexican-Americans. Since this finding is consistent, but contrary to the intent of the Langston film and class discussion, it warrants special interpretation in the discussion of the findings subsequently in this section.

Figure 11 shows approximate plots for experimental and control groups for Factor IV, self-satisfaction, on the "Would You" instrument.

As indicated in Figure 11, middle and high "level" white experimental sub-groups showed relatively higher self-satisfaction than did their counterpart controls after seeing the Langston film and participating in the class discussion. To some extent, this was also true of the high "level" experimental blacks and to a lesser extent of the high "level" Mexican-Americans. Low "level" experimental Mexican-Americans were clearly lower than their counterpart controls, and there was some indication of a similar tendency at the lowest end of the black experimental group.





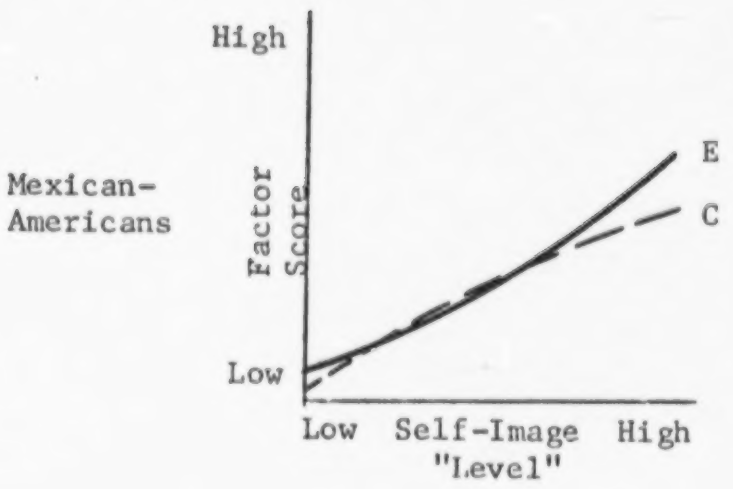
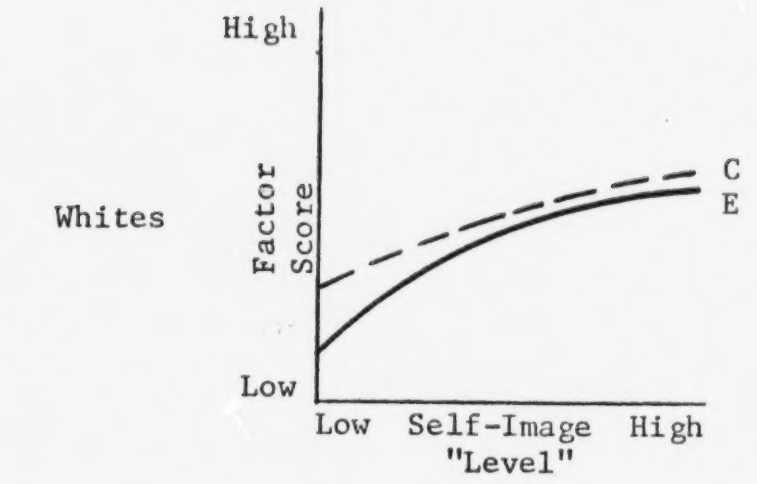
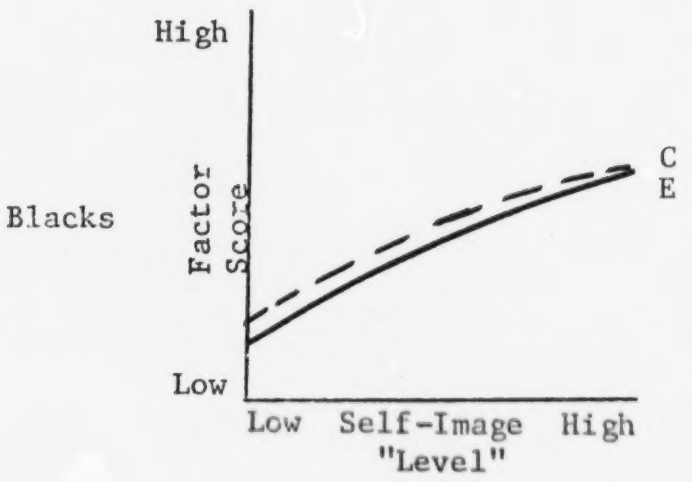


Figure 9. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor II (Confidence in Own Leadership) on "Would You" Instrument





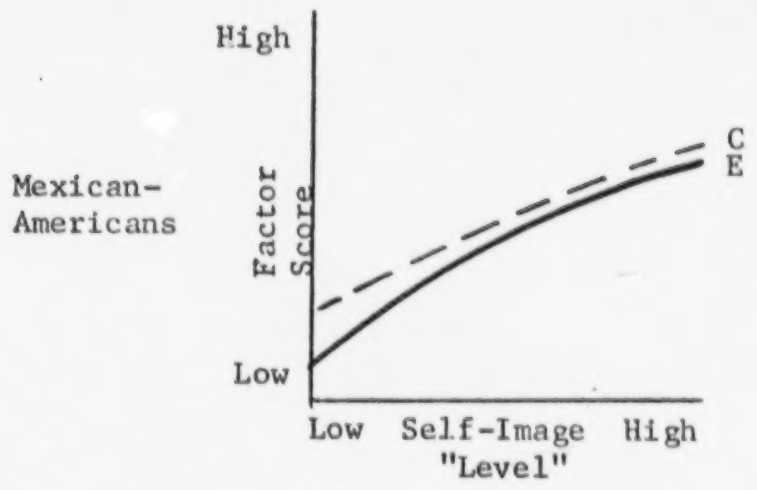
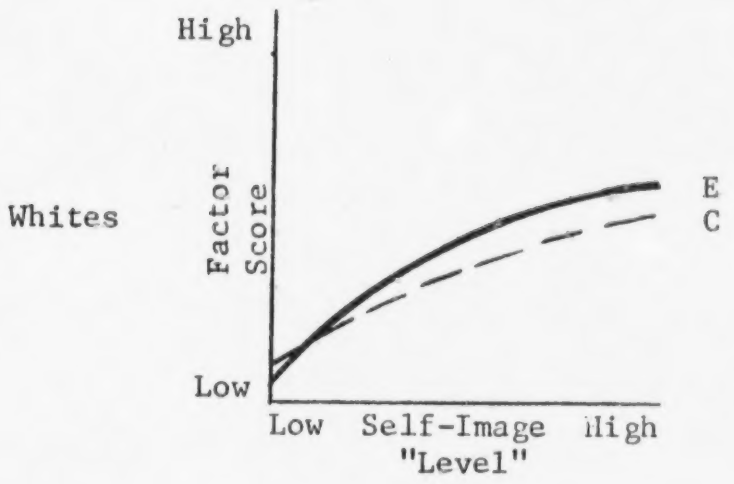
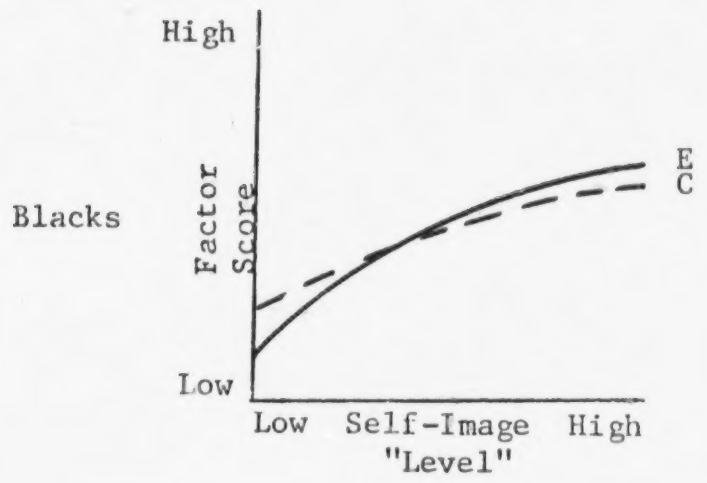


Figure 10. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor III (Sense of Control over the Future) on "Would You" Instrument





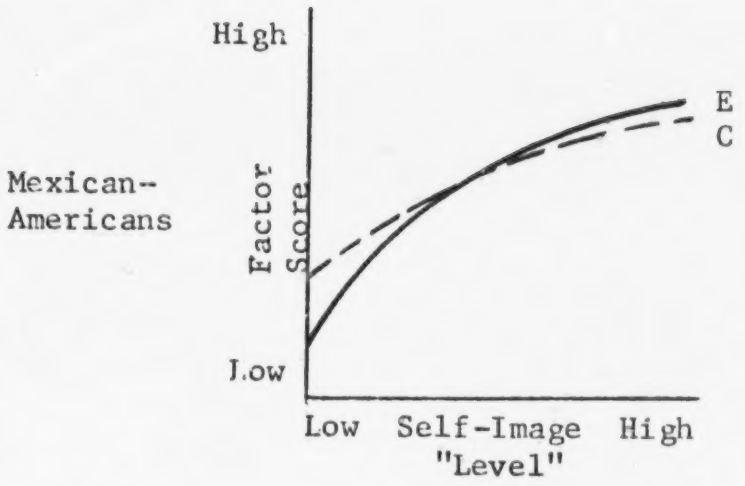


Figure 11. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor IV (Self-Satisfaction) on "Would You" Instrument

Figure 12 shows approximate plots for experimental and control groups on Factor V, perseverance and delayed gratification, on the "Would You" instrument.

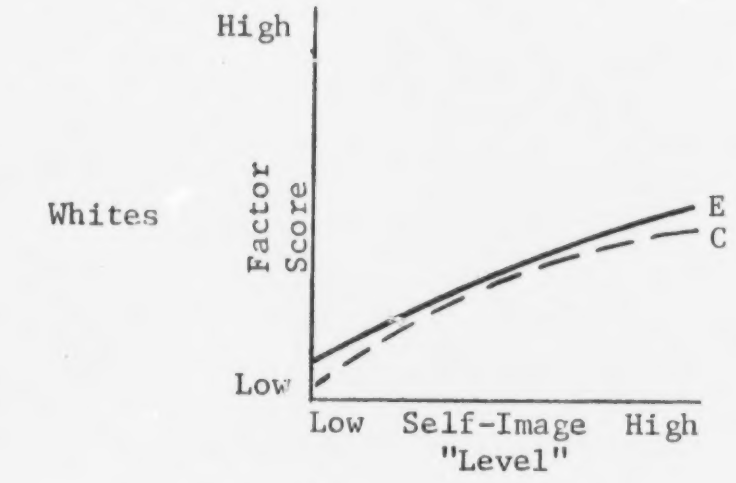
As indicated in Figure 12, only slight differences in favor of the experimentals were observed and these differences were relatively more meaningful for high "level" sub-groups. For low "level" Mexican-Americans, this tendency did not hold true.

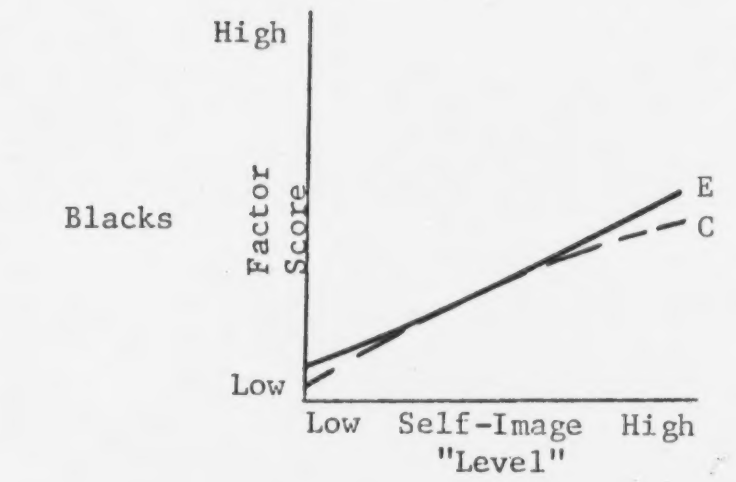
Figure 13 shows approximate plots for experimental and control groups on Factor VI, independent thinking, on the "Would You" instrument.

As indicated in Figure 13, the black experimental students at all "levels" seemed to be more independent in thinking after viewing the Langston film and participating in class discussion. (A significant difference in means for black experimental and control groups was noted previously.) To a lesser extent, but also across "levels," there was a tendency for experimental Mexican-Americans to react in a similar way. For whites the high "level" experimentals showed more of a tendency toward independent thinking, but this was not true for low "level" experimental whites.

Figure 14 shows approximate plots for experimental and control groups on Factor VII, satisfaction with education, on the "Would You" instrument.

As indicated in Figure 14, few meaningful differences were noted between experimental and control groups in their apparent satisfaction with education. Mexican-American low "level" experimentals tended to be relatively higher on this factor, but this was reversed for high "level" students. It is not likely that the Langston film and class discussion influenced the experimental groups in any differential way.





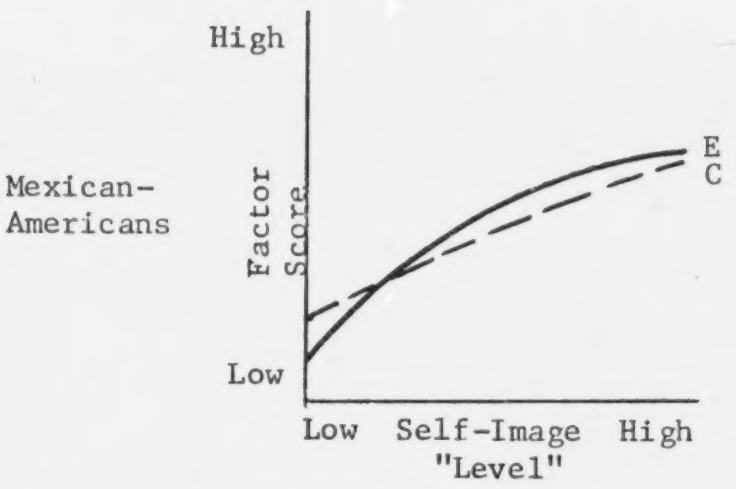
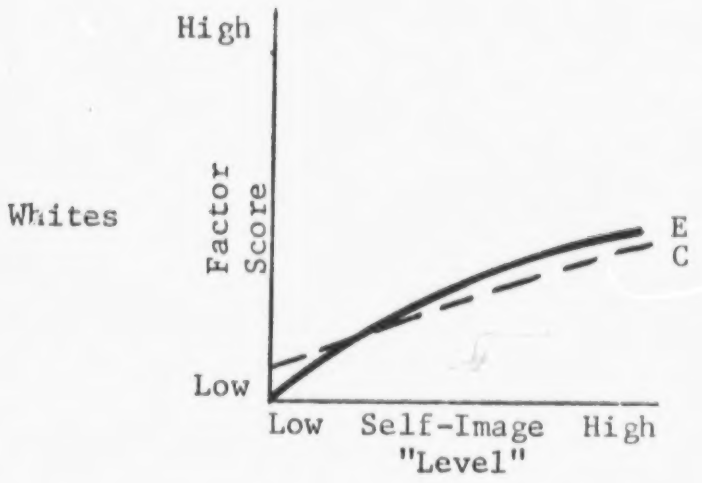
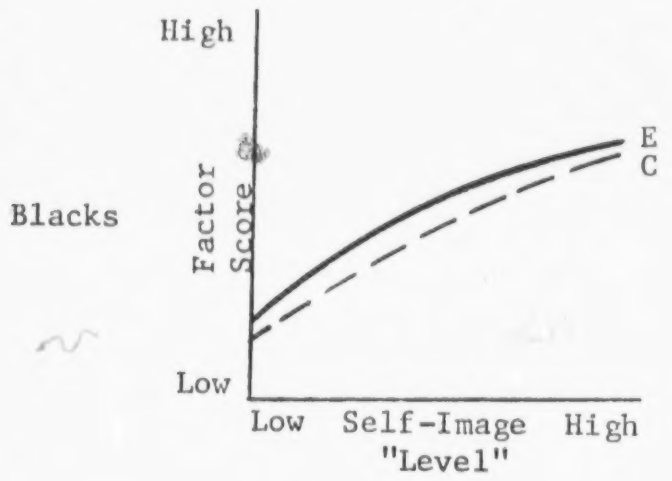


Figure 12. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor V (Perseverance and Delayed Gratification) on "Would You" Instrument





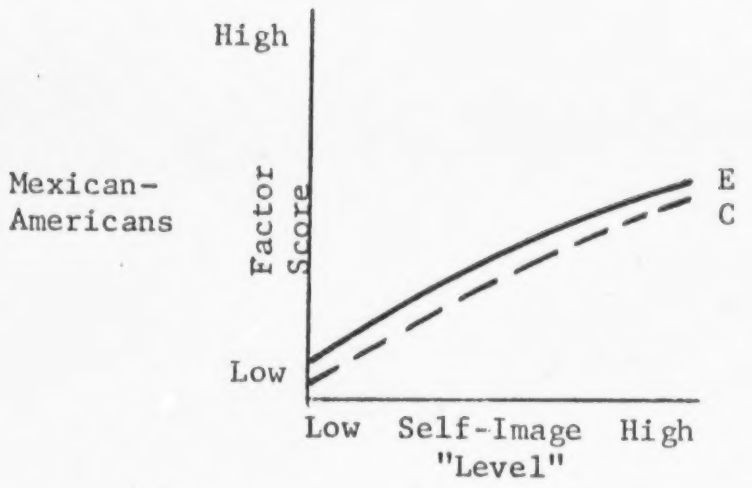
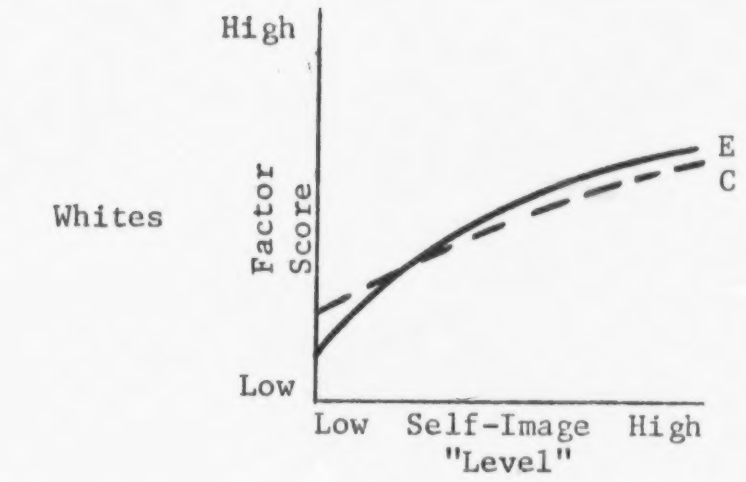
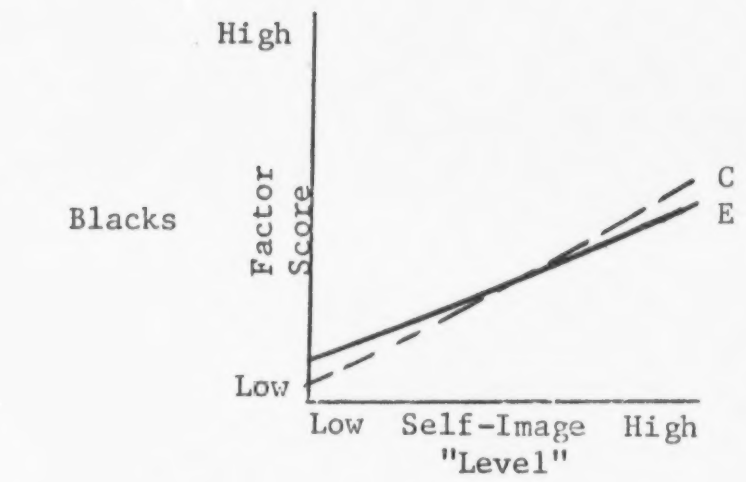


Figure 13. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor VI (Independent Thinking) on "Would You" Instrument





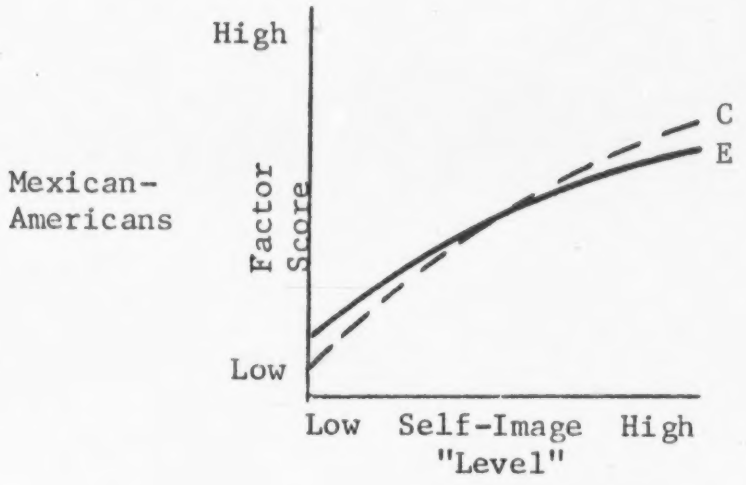


Figure 14. Approximations of the Relationship between Factor Score and Self-Image "Level" for Factor VII (Satisfaction with Education) on "Would You" Instrument

Self Report Discussion

The overall findings from the "Would You" self report instrument can be summarized in terms of tendencies toward favorable self-characterization by low, middle and high "level" experimental and control groups. For ease of comparison, these tendencies are indicated in Table 9 for each ethnic group.

Table 9

Self-Image "Levels" Tending to Report Favorable Characterizations of Themselves on the Self Report Instrument

Factors	Whites			Blacks			Mexican-Americans		
	Low Lev.	Mid Lev.	High Lev.	Low Lev.	Mid Lev.	High Lev.	Low Lev.	Mid Lev.	High Lev.
I Self-Improvment through Self-Evaluation	C(1)	N(1)	E(1)	N	N	N	N	N	N
II Confidence in Own Leader-ship	N	E	E *	N	N	N	N	N	E
III Sense of Control over the Future	C	C	C *	C	N	N	C	C	C *
IV Self-Satisfaction	N	E	E	N	N	E	C	N	N
V Perseverance and Delayed Gratification	N	N	E	N	N	N	N	E	E
VI Independent Thinking	N	N	E	E	E	E *	N	E	N
VII Satisfaction with Education	N	N	N	N	N	N	E	N	C

(1) C = control, N = neither, E = experimental
* Significant difference

It seems likely, as shown by the Table 9 interpretation, that viewing of the John Mercer Langston film had favorable effects on middle and high "level" whites relative to their confidence in own leadership and favorable effects on blacks at all "levels" relative to their independent thinking.

By and large, across ethnic groups and factors, the high "level" experimental groups seemed benefited more than did the low "level" experimentals. This would lend support to the idea that a parallel between affective and cognitive learning exists. As discussed previously, students of higher mental ability are apt to have an advantage in both cognitive and affective learning, and accordingly, high self-image students are apt to have an advantage in learning self-enhancing behaviors. Indeed, as Aiken (1971) and others have pointed out, a "relationship between attitudes and performance is certainly the consequence of a reciprocal influence." If the Langston film and class discussion are thought of as a learning experience (which they were intended to be), this attitude/learning relationship could help to account for the tendency of high "level" students to show somewhat greater benefits than did low "level" students.

Of special interest in Table 9 is Factor III which indicates that white and Mexican-Americans who viewed the John Mercer Langston film had less favorable evaluations of their own sense of control over the future. This also applied, though in a lesser degree, for blacks.

While it is difficult to explain this surprising result, a possible clue may be found in the teacher training film, When Children Search for Themselves, which shows how one teacher leads a class discussion about the John Mercer Langston Film. In the dialogue between students and teacher which occurs at the end of the first part of the Langston film, we hear the narrator-educator say, "Notice the difference between Fern (the teacher) and Sabrina (a student). Fern is trying to introduce the notion of control over the future. Sabrina thinks that it's a question of what happens to Johnny rather than what he does about it. It's worth remembering that one of the principal findings of the well known Coleman report is that the sense of control over the future, as against feeling like a chip on the tide -- is absolutely central to one's view of oneself."

It is certainly conceivable that because of the stress placed on sense of control over the future in the teacher training film that the teachers in the experimental groups would have introduced this idea in their own discussions.

In the dialogue between students and teacher during the second discussion period, we hear Rachel (a student) say, "Things just happen. They go very quickly and they just happen." We also hear Fern (the teacher) say, "We're asked to solve problems or think about things without all the facts and that happens. It happened to him; it happens to us all the time."

And, at the end of the third discussion, we hear Matthew, a rather bright and spirited youngster, say, "I'm glad I'm not John Mercer Langston." The teacher asks, "Why?" and Matthew responds, "Think of all that responsibility!" The allusion here is to the responsibility of making decisions which affect one's future. For many children at the age of 11 or 12, the notion of becoming more directly responsible for their own future, rather than depending on teachers and parents, may be a disconcerting new idea...some of them would rather postpone than come to grips with this new idea.

Results for Semantic Differential Instruments

As shown in Table 10, significant differences between white experimental and control treatment groups were found on the "How I Would Like to Be" and "Most of My Classmates Think I Am" instruments. For black experimental and control groups, significant differences were noted on the "How I Am" and "How I Would Like to Be" instruments. For Mexican-Americans, significant differences were noted on the "How I Would Like to Be" instrument. All differences were in the same direction, and since low scores indicate high self-esteem, it is evident that the experimentals were more self-critical than the controls.

Table 10

Results of t Tests for Whites, Blacks and Mexican-Americans on Semantic Differential Instruments

	Treatment Groups					
	Whites		Blacks		Mexican-Americans	
Instruments	Experimental	Control	Experimental	Control	Experimental	Control
"How I Am"						
Mean	2.16	2.13	2.00	1.76	2.47	2.32
SD*	.51	.53	.53	.49	.58	.56
t Value	.38		3.6		1.5	
p*	NS		<.01		NS	
"How I Would Like to Be"						
Mean	1.32	1.20	1.43	1.19	1.63	1.41
SD*	.49	.34	.60	.33	.68	.41
t Value	2.2		3.1		2.3	
p*	<.05		<.01		<.05	
"Most of My Classmates Think I Am"						
Mean	2.64	2.35	2.26	2.03	2.66	2.61
SD*	.87	.68	.77	.84	.82	.82
t Value	2.6		1.7		.36	
p*	<.02		NS		NS	

* SD = standard deviation, p = significance, two tailed

Semantic Differential Discussion

The three semantic differential instruments were intended to tap the construct of "self" at a general level. One instrument was used to measure the present self-concept, another to measure the ideal self-concept, and the third to measure the reflected self. All three instruments detected differences between experimental and control groups and all differences were in the same direction. Nevertheless, certain cautions should be borne in mind in discussing and interpreting those results. These cautions relate centrally to the issue of obtaining response data that provide an accurate and realistic picture of the "true" state of affairs, i.e. validity, in an individual's self-concept.

As was discussed previously in the Related Research Section of this report, most self-concept assessment instruments tend to be transparent

in that the student can clearly recognize the intent of items. Thus, there may be an overall tendency to rate oneself favorably as a defensive mechanism (children at the sixth grade level are probably not taught to exhibit candor in self-appraisal nearly so much as they are conditioned that negative consequences result from low performance).

Apart from this tendency, which assumes a slight self-complimentary bias throughout a typical population, another important consideration is the "low" self-image child who knowingly or unknowingly rates himself unrealistically high with respect to his actual status. This kind of case is typified by the child who fantasizes personal and social successes that are not occurring and who fails to recognize the discrepancy between his self-appraisal and his actual status. Since self-concept scores are not scored as "wrong" even though they may be discrepant with other performance indicators, an unknown number of the students who show "high" scores may actually be "low" students by most other criteria.

In view of these two considerations, a reasonably accurate appraisal or concept of oneself would be appropriate for many children as a first step toward positive action. For some students this could mean a more critical rating on a self-evaluative scale as a result of an educational experience which leads each child to examine himself more candidly than he has done before and which asks him to share his ideas with others in open discussion. In effect, these children may be trying to answer the "What sort of person am I?" question for the first time.

It is clear from examination of the results on the three semantic differential instruments that all experimental groups, regardless of ethnic affiliation, were more self-critical than were their counterparts in control groups. If the interpretation is taken that accurate self-appraisal is a first step toward positive self-development, then the relatively lower self-ratings by experimental groups may reflect a more realistic "image" of the self, and a readiness for other educational experiences which lead toward self-development.

Of course, the alternative possibility exists that as a result of a given educational experience, numbers of children would be more complimentary in their self-evaluation. In this kind of educational experience a raising of self-esteem or self-pride, that is, a greater liking of oneself and of ones ethnic affiliation, would be the desired outcome.

If the interpretation of enhanced self-esteem is taken as the desired outcome, then the present findings clearly suggest that whites, blacks and Mexican-Americans were not benefited by the film/discussion experience. In this connection, it might be noted that in the John Mercer Langston film, the image of whites as slave holders and ruffians was not flattering to the white ethnic group as a whole, even though several of the white actors were cast in roles sympathetic to the black hero. The black hero in the film was portrayed in a favorable light and most other black personalities were characterized as having an inner dignity and pride. Yet, the overall emphasis on slavery (and a search for freedom) in the film may have been a depressing reminder for blacks who might otherwise rate themselves in accord with the "black is beautiful" ideal. No Mexican-Americans were portrayed in the film, hence, possible film-based explanations for their lower self-image scores are less clear.

Findings from Potential Field Users and Teacher Trainees

Reports on the potential uses of the John Mercer Langston and When Children Search for Themselves films were received from public schools and institutions of teacher education. Results from the loan of films to school districts indicate that the teachers generally found the films helpful. The Poudre School District reported that "John Mercer Langston, the film produced for a research project on 'influencing self-image through film,' has received an enthusiastic response from Poudre School District's sixth grade teachers and from some elementary counselors who used it with small intermediate groups. It also has been used with seventh grade students in some junior high schools and with a few intermediate fifth grade classes when their teachers learned it was in the building. These are some quotations from teachers' written remarks about student reactions to the film: 'It made the students think and use self-evaluation.' 'Very useful in helping to recognize individual identity.' 'It would be even more effective if it could be followed by other films of the same nature.' 'One point brought out was to do what is right, stand up for it, don't go with the gang if they are wrong.' 'One boy made the statement, "When you got it (freedom) inside, you got it."'"

The Portland School District used the Langston film in various schools with predominantly black enrollments. They reported that the most common teacher comment was, "When can we get the film for our library?"

One teacher educator reported that "both the content film as well as the film on teacher education are excellent" and seem to be considered favorably by teachers in his classes. Another teacher educator quizzed his teacher trainees and in-service teachers on the merits of the films. He reported that:

- Twenty out of 22 teacher trainees believe that the John Mercer Langston film should precede the When Children Search for Themselves film, when both are shown for training purposes.
- Various alternative approaches were suggested to the film discussion format shown in the When Children Search for Themselves film. In particular, role playing (psycho-drama) was suggested as an alternative activity, and, when discussions take place, more student to student exchanges should take place than teacher to student exchanges.
- Particular strengths of the When Children Search for Themselves film appear to be the guidance techniques of the discussion leader, the technical excellence of the film and that it was logically presented and interpreted.
- Its weak points were that it was too idealistic and used children of high intelligence, that it moved too fast, and that the discussion leader restated childrens' thoughts in ways that they did not necessarily mean to imply.
- When asked the potential effectiveness of the When Children Search for Themselves film and the John Mercer Langston film in the possible absence of the Teacher Guides, there was a wide dispersion of opinion, but the modal tendency was that effectiveness would be at about a 81 to 90 percent level.

Conclusions and Recommendations

Conclusions, Phases I and II

This project was exploratory in nature and as such was meant to probe the potential use of dramatic film as a means of improving the self-image in minority group children. Three distinct phases were in the study, each with its own scope and purpose. In Phase I the goals were 1) the experimental evaluation of an existing film, Frederick Douglass, 2) the analysis of its content, and 3) critical examination of its distribution pattern and uses, with a view to the informed planning of a new film. Phase I conclusions stated that the Frederick Douglass film did not modify self-image although actors' roles were accurately perceived. Other data led to recommendations for various changes in strategy, most of which were then incorporated in the Phase II film production effort.

Robert Saudek Associates, the subcontractor for Phase II film production, produced two cinematically esthetic and interesting films as judged by the subjective comments of teachers, professors of education, various consultants (including a drama critic, historian, children's literature specialist, and urban affairs expert), and persons to whom the films were shown at the 1971 National Convention of the Association for Educational Communications and Technology. The John Mercer Langston film was intended for use with students and provided several opportunities for students to internalize reactions through built-in discussion points. The When Children Search for Themselves film was intended for use with teachers and provided an example of how the Langston film discussions might be carried out. Together with their associated printed Teacher Guides, these materials represented a "black box" or total educational experience which was to be evaluated in Phase III.

Conclusions, Phase III

Phase III evaluation results indicated that students' ratings of present self, ideal self, and reflected self (aspects of the self-concept construct as measured on three semantic differential instruments) were generally more self-critical following exposure to the educational experience. In consideration of these results together with the processes of self-examination and self-appraisal which were recommended by teachers

during the Langston film discussion periods, e.g. calling for openness and frankness in a group setting, it seems reasonable to conclude that experimental students were more candid in their self-evaluation than were their counterpart controls. For many students, then, this subsequent paper and pencil evaluation resulted in lower scores but, in the long run, may have established a more realistic self-image and a greater level of self-awareness, both of which would be important as a first step in a sustained program of self-development.

Through use of a film report instrument, "Would John," it was determined that whites, blacks and Mexican-Americans perceived the educational experience somewhat differently. Overall, whites and blacks in film viewing groups perceived the film role model, John, as exhibiting self-satisfaction and personal competency. No overall positive or negative perceptions of John were observed on other attributes, i.e. self-improvement, perseverance, making good choices, making realistic plans, and control over events and others. Overall, Mexican-Americans did not perceive John as especially exhibiting any of the seven self-concept characteristics (or factors) as measured by the film report instrument. Based on these findings, it would appear that blacks and whites perceived the film role model favorably on only two of seven affective attributes or characteristics thought to be film relevant. Mexican-Americans did not perceive the role model especially favorably on any of these attributes. In consideration of the film script, which called for the film role model to exhibit uncertainty and self-doubt in early scenes but move gradually toward more assurance and self-confidence, it seems reasonable to conclude that for many students in the film viewing groups John's actions in the film were not consistently seen as associated with a high or positive self-image.

Analysis of the film report scores on the basis of self-image "level" indicates that patterns of response for low "level" students are difrerent in many instances from those of high "level" students. Plots of the low, middle and high "level" students' perceptions of John's portrayal suggest that low "level" students in the film viewing groups tended to be more aware of the film scenes depicting John as full of self-doubt, while high "level" students in the film viewing groups tended to be more aware of the scenes depicting John as gaining self-assurance. It seems safe to conclude that the Langston film is a complex experience which allows people to see in it either enhancing or detracting self-image portray-

als by the film's role model. Exceptions are in the areas of self-satisfaction and personal competency, where the role model is typically seen as having these attributes.

Through use of a self report instrument, "Would You," it was determined that following the Langston film viewing and discussion, whites had more confidence in their own leadership, but less sense of control over their own future. Blacks who saw the film and participated in discussion felt they were more capable of independent thinking. Mexican-Americans who viewed the film and participated in discussion had less sense of control over their own future. No overall effects were noted on the remaining four personal attributes measured, i.e. self-improvement through self-evaluation self-satisfaction, perseverance and delayed gratification, and satisfaction with education. Based on these findings, one can conclude that the Langston film and discussion does not produce clear, uni-directional effects on audiences of differing ethnic affiliations at least as far as most of the measured self-image attributes are concerned, but does benefit whites in confidence in their own leadership and blacks in independent thinking so far as attitudes are concerned.

In the area of sense of control over the future, however, a lower self-appraisal was noted for all three ethnic groups, although not significantly for blacks. Taken into consideration with the likelihood that a good many ambiguities about the future probably arose in the class discussions (excerpts from the script of the teacher training film tend to support this possibility), it seems reasonable to conclude that children in the film viewing groups were made less sure of their own future partly as a result of issues raised in class discussion and partly as a reflection of the ambiguities that faced John Mercer Langston in the stimulus film.

Based upon initial reactions from potential field users, that is, teacners in the schools and teacher-educators in the universities, there seems to be a concensus that the films have merit and can be used to generate class discussion about self-concept. As might be expected, different teachers would be inclined to conduct class discussions in ways other than those suggested in the teacher training film.

Recommendations

As is often the case in exploratory studies, many questions were raised by the present study which should be answered by further research that builds on the present findings. In particular, it is recommended that:

- Further analyses of the present data should be undertaken to determine whether socio-economic status level, ability level or other population parameters in the sample groups are associated with particular main effects and response patterns.
- Further analyses of the three semantic differential instruments should be undertaken to determine the extent of a "halo" effect that may be operating in the items and how a class discussion emphasizing examination of the self tends to moderate that effect.
- Further correlational studies of responses to items on the film report and self report instruments would add appreciably to understanding whether role modeling was in fact occurring.
- Additional data on reactions to the Langston film and discussion (and implicitly their associated teacher training film and Teacher Guides) should be obtained from other samples, as for example, the American Indian, to extend our understanding of how a given set of materials may be perceived differently by different ethnic groups.

In terms of further production efforts for educational materials aimed at modification of self-image, it is recommended that:

- Every effort should be made to insure that the message of the film is not ambiguous for the viewer, but rather is made quite explicit and clear. Thus, a role model in a film may display behaviors which are thought to represent a positive self-image attribute, but, if left to the perceptions of various kinds of viewers, may well be interpreted differently by many in the audience. Similarly, if the behaviors of the role model are in any way contradictory in different scenes of the film (as in the case of moving from a state of self-doubt to a state of self-confidence), there may well be some in the audience who attend to and remember the "bad" examples more than the "good" ones.
- It is apparent that this "black box" educational experience (student and teacher-training films, associated teacher guides

and class discussion) should be followed up with other activities and materials in which the children can begin a program of positive self-development. While the present materials did seem to have a useful purpose in setting the stage for constructive self-criticism, other materials should be developed which take the child from that point and, through structured experiences which provide for positive reinforcement, teach him how to improve on those attributes in which he believes he is deficient. These materials may well include media other than films and probably could be packaged for individual use, not requiring open group discussion or deferring it until a later date when the individual may not be threatened as much by it because of what he has learned in the interim.

- While there are social and cultural reasons why a minority group might benefit from a film that is historically set and which tells the story of a minority person's rise to greatness, there are concomitant risks. A first risk is that the historical gap introduces a need for the teacher and student to translate from one era to another the relevant behaviors, events, and circumstances shown in the film. Less capable students may have more difficulty in making this abstract leap than those with high mental ability. A second risk is that using a role model of heroic proportions probably tends to reaffirm existing self-images in film viewers. That is, high self-image students may imagine themselves emulating the role model and thus be reinforced, but for the low self-image child, who has been closer to failure than to success, the gap to the hero figure may be so great that he becomes even more convinced of his own inadequacies. Consequently, it is recommended that for a subsequent film an effort be made to select a more contemporary role model, whose achievements are on a scale more commensurate with the potential of low to middle range self-image children.

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APPENDIX A

WOULD YOU?

1.	How often would you try to make things turn out the way you want?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
2.	How often would you be happy with your skin color?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
3.	How often would you be happy with the way you look?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
4.	How often would you like to learn new things?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
5.	How often would you feel like coming to school in the morning?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
6.	How often would you make up your own mind instead of listening to other kids?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
7.	How often would you think the teacher likes to teach you?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
8.	How often would you believe your life is valuable and important?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
9.	How often would you stick to a hard job until you finish it?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always
10.	How often would you work hard even if the payoff wasn't very soon?				
	○ Almost never	○ Not very often	○ About half of the time	○ Most of the time	○ Almost always

APPENDIX B

Packet of Assessment Instruments

Cover Sheet

Please answer all of the following:

Name _____
First Last

School _____

Grade _____

Age _____

Check one: Boy _____ Girl _____

When you are finished, this paper will be collected.

Wait for instructions before you take any other papers from the envelope.

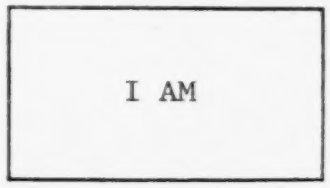
1. _____

2. _____

APPENDIX B-1

Semantic Differential Instruments _____

This test has many different pairs of words along the sides of the page and boxed words at the top of the page. The paired words are used to describe how you feel about the words in the box. Look at a sample item:



HEALTHY	X	___	___	___	___	SICK
STRONG	___	X	___	___	___	WEAK
BIG	___	___	X	___	___	LITTLE
FAST	___	___	___	___	X	SLOW

Look at the first pair of words: HEALTHY _ _ _ _ _ SICK. If you think you are very healthy, you would put an X on the line next to healthy, as shown above. (If you thought you were very sick, you would put an X on the line right next to sick. If you thought you were in between healthy and sick, you would put an X on the line in the middle.)

Look at the second pair of words: STRONG _ _ _ _ _ WEAK. The X on the second line next to strong means you are strong, but not very strong.

The third pair of words, BIG _ _ _ _ _ LITTLE, would show that you thought you were in between big and little.

The last pair of words, FAST _ _ _ _ _ SLOW, would show that you thought you were very slow.

You should put only one X between each pair of words. Put the X where it best describes how you feel about the words in the box. Remember to put down the X on how you really feel, and not on how you think you should feel.

If you have questions, ask them now.

APPENDIX B-1 (Cont.)

HOW I AM

GOOD	____	____	____	____	____	BAD
BEAUTIFUL	____	____	____	____	____	UGLY
CLEAN	____	____	____	____	____	DIRTY
KIND	____	____	____	____	____	CRUEL
HAPPY	____	____	____	____	____	SAD
VALUABLE	____	____	____	____	____	WORTHLESS
NICE	____	____	____	____	____	AWFUL
HONEST	____	____	____	____	____	DISHONEST
FAIR	____	____	____	____	____	UNFAIR
PLEASANT	____	____	____	____	____	UNPLEASANT

APPENDIX B-1 (Cont.)

HOW I WOULD
LIKE TO BE

GOOD	____	____	____	____	____	BAD
BEAUTIFUL	____	____	____	____	____	UGLY
CLEAN	____	____	____	____	____	DIRTY
KIND	____	____	____	____	____	CRUEL
HAPPY	____	____	____	____	____	SAD
VALUABLE	____	____	____	____	____	WORTHLESS
NICE	____	____	____	____	____	AWFUL
HONEST	____	____	____	____	____	DISHONEST
FAIR	____	____	____	____	____	UNFAIR
PLEASANT	____	____	____	____	____	UNPLEASANT

APPENDIX B-1 (Cont.)

MOST OF MY CLASSMATES THINK I AM

GOOD	____	____	____	____	____	BAD
BEAUTIFUL	____	____	____	____	____	UGLY
CLEAN	____	____	____	____	____	DIRTY
KIND	____	____	____	____	____	CRUEL
HAPPY	____	____	____	____	____	SAD
VALUABLE	____	____	____	____	____	WORTHLESS
NICE	____	____	____	____	____	AWFUL
HONEST	____	____	____	____	____	DISHONEST
FAIR	____	____	____	____	____	UNFAIR
PLEASANT	____	____	____	____	____	UNPLEASANT

APPENDIX B-2
WOULD JOHN?

Directions: See how well you can describe John Langston.
Mark the box that tells how you feel about John Langston.
Here is a sample:

A. How often would John have a dollar in his pocket?

Almost never	Not very often	About half of the time	Most of the time	Almost always
○	○	⊗	○	○

If you think John would have a dollar in his pocket, you would have put an X in the circle where it says, "About half of the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe someone. Raise your hand if you have any questions.

---

1. How often would John be honest about his good points and weak points?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

2. How often would John feel free to say what he really thinks?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

3. How often would John try to make things turn out the way he wants?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

4. How often would John be a leader when friends are around?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

5. How often would John be happy with his skin color?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

6. How often would John be sure he could do things right?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

7. How often would John be happy with the way he looks?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

8. How often would John take responsibility for the things he says and does?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

9. How often would John try to improve himself?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

10. How often would John like to learn new things?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

11. How often would John expect to get a good job when he grows up?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

12. How often would John choose words instead of fist fights to get his way?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

13. How often would John feel he is smart enough to solve hard problems?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

14. How often would John depend on his own effort to get things done?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

15. How often would John make good choices?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

16. How often would John write and say things as clearly as his classmates?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

17. How often would John think things over instead of doing something foolish?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
John	○	○	○	○	○

18. How often would John learn from his mistakes and try not to do them again?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

19. How often would John feel like coming to school in the morning?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

20. How often would John make up his own mind instead of listening to other kids?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

21. How often would John think the teacher likes to teach him?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

22. How often would John believe his life is valuable and important?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

23. How often would John stick to a hard job until he finishes it?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

24. How often would John feel happy to be who he is?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

25. How often would John pay attention and not goof off in school?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

26. How often would John work hard even if the payoff wasn't very soon?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

27. How often would John think that other people like him?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

28. How often would John try his best at whatever he does?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

29. How often would John make plans about his own future?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

30. How often would John like to decide things for himself?

John	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-3

WOULD YOU?

Directions: See how well you can describe yourself.
Mark the box that tells how you feel about yourself.
Here is a sample:

A. How often would you nave a dollar in your pocket?

You	Almost never	Not very often	About half of the time	Most of the time	Almost always
	○	○	(X)	○	○

If you think you would have a dollar in your pocket, you would have put an X in the circle where it says "About half of the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe yourself. Raise your hand if you have any questions.

---

1. How often would you be honest about your good points and weak points?

You	Almost never	Not very often	About half of the time	Most of the time	Almost always
	○	○	○	○	○

2. How often would you feel free to say what you really think?

You	Almost never	Not very often	About half of the time	Most of the time	Almost always
	○	○	○	○	○

3. How often would you try to make things turn out the way you want?

You	Almost never	Not very often	About half of the time	Most of the time	Almost always
	○	○	○	○	○

4. How often would you be a leader when friends are around?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

5. How often would you be happy with your skin color?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

6. How often would you be sure you could do things right?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

7. How often would you be happy with the way you look?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

8. How often would you take responsibility for the things you say and do?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

9. How often would you try to improve yourself?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

10. How often would you like to learn new things?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-3 (Cont.)

11. How often would you expect to get a good job when you grow up?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

12. How often would you choose words instead of fist fights to get your way?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

13. How often would you feel you are smart enough to solve hard problems?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

14. How often would you depend on your own effort to get things done?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

15. How often would you make good choices?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

16. How often would you write and say things as clearly as your classmates?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

17. How often would you think things over instead of doing something foolish?

You	○	○	○	○	○
	Almost never	Not very often	About half of the time	Most of the time	Almost always

18. How often would you learn from your mistakes and try not to do them again?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

19. How often would you feel like coming to school in the morning?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

20. How often would you make up your own mind instead of listening to other kids?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

21. How often would you think the teacher likes to teach you?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

22. How often would you believe your life is valuable and important?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

23. How often would you stick to a hard job until you finish it?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

24. How often would you feel happy to be who you are?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

25. How often would you pay attention and not goof off in school?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

26. How often would you work hard even if the payoff wasn't very soon?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

27. How often would you think that other people like you?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

28. How often would you try your best at whatever you do?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

29. How often would you make plans about your own future?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

30. How often would you like to decide things for yourself?

	Almost never	Not very often	About half of the time	Most of the time	Almost always
You	○	○	○	○	○

APPENDIX C

Self-Description Inventory

(Matched to the Would You Instrument Item Numbers)

1. Willingness to be truthful in describing oneself.
2. Belief in own freedom of action.
3. Sense of control over own future.
4. Estimation of status with peers.
5. Sense of satisfaction with own race.
6. Confidence in own actions.
7. Sense of satisfaction with own appearance.
8. Eagerness to accept personal responsibility.
9. Inclination toward self-improvement.
10. Personal interest in learning.
11. Future aspiration/expectation.
12. Preference for non-violent expression of need.
13. Evaluation of own mental abilities.
14. Dependence on own effort.
15. Capacity for making good choices.
16. Evaluation of own language adequacy.
17. Tendency to use reason over emotion.
18. Inclination to apply self-evaluation with purpose.
19. Estimation of own interest in attending school.
20. Sense of independence from peer influence.
21. Estimation of status with teacher.
22. Belief in own personal worth.
23. Persistence of goal orientation in the face of adversity.
24. Sense of satisfaction with own identity.
25. Perception of own classroom behavior.
26. Willingness to defer gratification.
27. Estimation of interpersonal adequacy.
28. Motivation to excel.
29. Inclination to set own goals and plans.
30. Eagerness to make own decisions and choices.

APPENDIX D

Rotated Factor Matrix for Would John Instrument

Variable (Item)	Principal Component Factors							
	I	II	III	IV	V	VI	VII	$\underline{h}^2$ †
1. How often would John be honest about his good points and weak points?	.18(16)*	.04(24.5)	.09(18.5)	.45(6)	.24(9)	-.30(30)	.18(7)	.42
2. How often would John feel free to say what he really thinks?	.01(26)	.15(13.5)	.21(11)	-.13(30)	.17(12)	.53(2)	.36(3)	.52
3. How often would John try to make things turn out the way he wants?	-.14(30)	-.11(29.5)	.12(17)	.06(22.5)	.10(16.5)	.21(8.5)	.70(1)	.59
4. How often would John be a leader when friends are around?	.13(19.5)	.22(8)	-.03(26)	-.04(28)	.00(24)	-.10(26)	.56(2)	.40
5. How often would John be happy with his skin color?	.13(19.5)	.77(1)	-.10(29)	.06(22.5)	.01(23)	-.12(28.5)	.06(13.5)	.63
6. How often would John be sure he could do things right?	.26(11.5)	.16(12)	.40(3.5)	-.11(29)	.19(11)	.13(13)	.06(13.5)	.32
7. How often would John be happy with the way he looks?	.16(17.5)	.61(3)	.28(8)	.01(27)	.02(22)	-.11(27)	.19(6)	.53
8. How often would John take responsibility for the things he says and does?	.54(5)	.09(18)	.06(22)	.04(25.5)	.34(4)	-.08(25)	.13(9)	.44
9. How often would John try to improve himself?	.60(1)	.10(16)	.16(15.5)	.24(10.5)	-.09(27)	.07(18.5)	.20(5)	.51
10. How often would John like to learn new things?	.47(6)	.09(18)	.16(15.5)	.29(9)	-.15(29)	.08(16.5)	.07(11.5)	.37
11. How often would John expect to get a good job when he grows up?	-.04(28)	.47(5)	.24(10)	.04(25.5)	.16(13.5)	.21(8.5)	.02(18.5)	.35
12. How often would John choose words instead of fist fights to get his way?	.09(22.5)	.06(22)	-.08(27.5)	.24(10.5)	.54(2)	-.12(28.5)	.15(8)	.41
13. How often would John feel he is smart enough to solve hard problems?	.21(14.5)	.14(15)	.34(6)	.05(24)	.26(8)	.16(12)	.27(4)	.35
14. How often would John depend on his own effort to get things done?	.58(2)	.18(11)	-.08(27.5)	.09(19)	.10(16.5)	.18(11)	.04(16)	.43
15. How often would John make good choices?	.05(25)	-.05(28)	.25(9)	.08(20)	.58(1)	.22(6.5)	.01(20)	.47

Variable (Item)	Principal Component Factors							
	I	II	III	IV	V	VI	VII	$\underline{h}^2$ †
16. How often would John write and say things as clearly as his classmates?	.33(9)	-.01(27)	.62(1.5)	.10(17.5)	-.07(25.5)	.10(15)	.08(10)	.52
17. How often would John think things over instead of doing something foolish?	.57(3)	.04(24.5)	.19(12)	.07(21)	.30(5)	.00(22.5)	-.19(29)	.50
18. How often would John learn from his mistakes and try not to do them again?	.56(4)	.02(26)	.09(18.5)	.22(12.5)	.16(13.5)	.01(20.5)	-.16(28)	.42
19. How often would John feel like coming to school in the morning?	.09(22.5)	.20(9.5)	.40(3.5)	.39(7)	.23(10)	-.05(24)	-.32(30)	.52
20. How often would John make up his own mind instead of listening to other kids?	.31(10)	.08(20)	.03(24)	.19(14)	.46(3)	.41(3)	-.09(27)	.53
21. How often would John think the teacher likes to teach him?	-.04(28)	.39(6)	.36(5)	.49(4)	-.15(29)	.07(18.5)	-.06(22.5)	.56
22. How often would John believe his life is valuable and important?	.07(24)	.59(4)	.18(13.5)	.10(17.5)	-.07(25.5)	.33(4)	-.06(22.5)	.51
23. How often would John stick to a hard job until he finishes it?	.22(13)	.05(23)	-.01(25)	.73(1)	.12(15)	.12(14)	.07(11.5)	.62
24. How often would John feel happy to be who he is?	.12(21)	.65(2)	.08(20)	.16(15)	.07(18.5)	.20(10)	.00(21)	.51
25. How often would John pay attention and not goof off in school?	.16(17.5)	.07(21)	.30(7)	.46(5)	.29(6.5)	.00(22.5)	-.08(24.5)	.42
26. How often would John work hard even if the payoff wasn't very soon?	.26(11.5)	.15(13.5)	-.11(30)	.55(2)	.29(6.5)	.22(6.5)	-.08(24.5)	.55
27. How often would John think that other people like him?	-.04(28)	.29(7)	.62(1.5)	.13(16)	.07(18.5)	.01(20.5)	.02(18.5)	.48
28. How often would John try his best at whatever he does?	.42(7)	.09(18)	.07(21)	.53(3)	.06(20)	.08(16.5)	-.07(26)	.49
29. How often would John make plans about his own future?	.21(14.5)	.20(9.5)	.05(23)	.22(12.5)	.04(21)	.61(1)	.04(16)	.50
30. How often would John like to decide things for himself?	.41(8)	-.11(29.5)	.18(13.5)	.33(8)	-.15(29)	.31(5)	.04(16)	.44
Percent of variance accounted for	9.5%	8.4%	6.4%	8.3%	5.5%	5.1%	4.6%	47.7%

*Figures in parentheses are the ordinal ranks for the variables based on the obtained loading of each component/factor.

†Communality

APPENDIX E

Rotated Factor Matrix for Would You Instrument

Variable (Item)	Principal Component Factors							h^2 †
	I	II	III	IV	V	VI	VII	
1. How often would you be honest about your good points and weak points?	.53(4)*	.15(14.5)	-.18(28.5)	.21(12)	-.09(29)	.34(5)	.01(22)	.51
2. How often would you feel free to say what you really think?	.34(8)	.59(2)	-.09(25)	.13(15.5)	-.03(26)	-.06(28)	-.07(28)	.49
3. How often would you try to make things turn out the way you want?	-.02(27)	.37(5)	.60(2)	-.01(29)	-.13(30)	.00(24.5)	.07(17)	.52
4. How often would you be a leader when friends are around?	-.01(28.5)	.68(1)	.03(20)	-.03(30)	-.05(27)	.14(16.5)	.00(23)	.49
5. How often would you be happy with your skin color?	.19(13)	-.07(27)	.11(17)	.74(1)	-.07(28)	-.03(26.5)	-.02(25)	.60
6. How often would you be sure you could do things right?	.07(24.5)	.45(4)	.14(12)	.02(25)	.19(15)	.18(13)	.19(9.5)	.33
7. How often would you be happy with the way you look?	-.04(26)	.25(8.5)	-.14(27)	.52(4)	.11(20)	.40(3)	.11(13.5)	.53
8. How often would you take responsibility for the things you say and do?	.59(2)	.15(14.5)	.15(11)	.01(27)	.17(16.5)	.14(16.5)	.06(18)	.45
9. How often would you try to improve yourself?	.41(6)	.08(20)	.29(5.5)	.32(8)	.32(6)	.05(21)	.03(20.5)	.46
10. How often would you like to learn new things?	.33(9)	.11(17)	.22(8)	.53(3)	.15(18)	-.13(30)	.21(7.5)	.53
11. How often would you expect to get a good job when you grow up?	.11(20)	.17(12)	.30(4)	.35(7)	.27(11)	.10(19)	.24(5)	.40
12. How often would you choose words instead of fist fights to get your way?	.14(17)	-.02(25.5)	.25(5.5)	.01(27)	.05(23.5)	-.09(29)	.64(2)	.50
13. How often would you feel you are smart enough to solve hard problems?	.11(20)	.29(7)	.13(13.5)	.01(27)	.05(23.5)	.59(2)	-.01(24)	.47
14. How often would you depend on your own effort to get things done?	.38(7)	.18(11)	.12(15)	.09(18)	.31(7.5)	.17(14)	-.10(29)	.33
15. How often would you make good choices?	.13(18)	.16(13)	.18(9.5)	.04(22.5)	.28(9.5)	.39(4)	.10(15)	.31

APPENDIX E (Cont.)

Variable (Item)	Principal Component Factors							h^2 †
	I	II	III	IV	V	VI	VII	
16. How often would you write and say things as clearly as your classmates?	.15(16)	.33(6)	.24(7)	.06(21)	.17(16.5)	.30(7)	.21(7.5)	.36
17. How often would you think things over instead of doing something foolish?	.54(3)	.02(23)	-.02(22.5)	.04(22.5)	.25(12.5)	.16(15)	.11(13.5)	.40
18. How often would you learn from your mistakes and try not to do them again?	.66(1)	-.02(25.5)	.09(19)	.08(20)	.09(21)	.01(23)	.22(6)	.51
19. How often would you feel like coming to school in the morning?	.11(20)	.10(18.5)	-.18(28.5)	.02(24)	.06(22)	.23(10)	.66(1)	.55
20. How often would you make up your own mind instead of listening to other kids?	.32(10)	-.12(28)	.13(13.5)	.18(13)	.01(25)	.63(1)	.17(11)	.59
21. How often would you think the teacher likes to teach you?	.10(22.5)	.20(10)	-.25(30)	.37(6)	.28(9.5)	.06(20)	.47(3)	.56
22. How often would you believe your life is valuable and important?	.07(24.5)	.25(8.5)	-.10(26)	.42(5)	.38(4)	.33(6)	-.14(30)	.53
23. How often would you stick to a hard job until you finish it?	.20(12)	.13(16)	.11(17)	.09(18)	.73(1)	-.03(26.5)	.08(16)	.61
24. How often would you feel happy to be who you are?	.00(30)	.10(18.5)	.11(17)	.57(2)	.25(12.5)	.25(8.5)	.03(20.5)	.47
25. How often would you pay attention and not goof off in school?	.28(11)	-.15(29.5)	-.03(24)	.15(14)	.39(3)	.22(11)	.33(4)	.44
26. How often would you work hard even if the payoff wasn't very soon?	.18(14)	.03(22)	-.02(22.5)	.09(18)	.67(2)	.11(18)	.14(12)	.53
27. How often would you think that other people like you?	.01(28.5)	.51(3)	.00(21)	.23(11)	.24(14)	.04(22)	.04(19)	.37
28. How often would you try your best at whatever you do?	.43(5)	.05(21)	.18(9.5)	.29(9)	.35(5)	.00(24.5)	.19(9.5)	.46
29. How often would you make plans about your own future?	.10(22.5)	.01(24)	.41(3)	.24(10)	.31(7.5)	.25(8.5)	-.05(26)	.39
30. How often would you like to decide things for yourself?	.16(15)	-.15(29.5)	.63(1)	.13(15.5)	.12(19)	.19(12)	-.06(27)	.52
Percent of variance accounted for	8.4%	6.8%	5.5%	7.8%	7.5%	6.1%	5.0%	47.0%

*Figure in parentheses is the ordinal rank for that variable based on the obtained loading on each component/factor.
†Communality

APPENDIX F

DESCRIPTION OF SAMPLE POPULATION

Ethnic Representation in Experimental and Control Groups*

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Experimental Groups	102	49.3	37	112	48.9	40.6	62	48.1	22.5	276 100%
Control Groups	105	50.7	36.3	117	51.1	40.5	67	51.9	23.2	289 100%
Totals	207	100%		229	100%		129	100%		

*Two American Indian cases are not included in the analyses.

Chi square = 0.04736 with 2 degrees of freedom. Significance = 0.9766

Ethnic Representation by Sex Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Male	108	52.2	36	124	54.1	41.3	68	52.7	22.7	300 100%
Female	99	47.8	37.4	105	45.9	39.6	61	47.3	23.0	265 100%
Totals	207	100%		129	100%		129	100%		

Chi square = 0.18012 with 2 degrees of freedom. Significance = 0.9139

APPENDIX F (Cont.)

Teacher Report on Student Self-Image

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
High	155	74.9	35.6	179	78.5	41.1	101	78.3	23.2	435 100%
Low	52	25.1	40.3	49	21.5	38.0	28	21.7	21.7	129 100%
Totals	207	100%		228	100%		129	100%		

Chi square = 0.93932 with 2 degrees of freedom. Significance = 0.6252

Proportion of Language Arts Report Card Grades Received by Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Report card grade 1 (rapid progress)	67	33.3	49.3	43	18.8	31.6	26	20.3	19.1	136 100%
Report card grade 2 (satisfactory progress)	62	30.8	33.2	79	34.5	42.2	46	35.9	24.6	187 100%
Report card grade 3 (acceptable progress)	54	26.9	28.1	99	43.2	51.6	39	30.5	20.3	192 100%
Report card grade 4 (little or no progress)	18	9.0	41.9	8	3.5	18.6	17	13.3	39.5	43 100%
Totals	201	100%		229	100%		128	100%		

Chi square = 31.07172 with 6 degrees of freedom. Significance = 0.0000

Proportion of Mathematics Report Card Grades Received by Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Report card grade 1 (rapid progress)	51	25.2	48.6	33	14.4	31.4	21	16.4	20.0	105 100%
Report card grade 2 (satisfactory progress)	61	30.2	36.7	72	31.4	43.4	33	25.8	19.9	166 100%
Report card grade 3 (acceptable progress)	74	36.6	32.5	107	46.7	46.9	47	36.7	20.6	228 100%
Report card grade 4 (little or no progress)	16	7.9	26.7	17	7.6	28.3	27	21.1	45.0	60 100%
Totals	202	100%		229	100%		128	100%		

Chi square = 28.10213 with 6 degrees of freedom. Significance = 0.0001

Proportion of Earned Conduct Ratings Received by Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Acceptable	175	84.5	38.2	173	82.8	37.8	110	85.3	24.0	458 100%
Unacceptable	32	15.5	36.8	36	17.2	41.4	19	14.7	21.8	87 100%
Totals	207	100%		209	100%		129	100%		

Chi square = 0.43379 with 2 degrees of freedom. Significance = 0.8050

APPENDIX F (Cont.)

The Ages of the Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
11 Years	57	27.7	39.0	60	26.3	41.1	29	24.0	19.9	146 100%
12 Years	122	59.2	36.1	155	68.0	45.9	61	50.4	18.0	338 100%
13 Years	27	13.1	38.0	13	5.7	18.3	31	25.6	43.7	71 100%
Totals	206	100%		228	100%		121	100%		

Chi square = 29.09512 with 4 degrees of freedom. Significance = 0.0000

APPENDIX G

DIRECTIONS FOR TEST ADMINISTRATION

1. Ask the students for their attention. When you have it, say,

   This class and a few others in the Dallas schools are being given a chance to be a part of an important project being done by the American Institutes for Research in California. They have brought some materials which have helped other students your age to find out more about what they think of themselves. You will get the same chance today. By paying close attention, this can be an interesting experience for you. (Pause.) Raise your hand if you need something to write with.

2. Deliver pencils. Say,

   You are about to receive a packet of materials. Do not open it until I tell you.

3. Pass out the packets, making sure each student gets only one packet. Say,

   Take only the strip of paper that is on the top out of the packet. Quickly fill in your first and last name, the name of this school, your grade, your age, and check whether you are a boy or girl. (Pause.) Is everyone ready to pass these sheets in? (Allow a few more seconds.) Please pass them to the front of the room and wait for me to collect them.

4. Collect papers. Say,

   The other papers in the packet give you a chance to tell the way you feel about yourself. There are no right or wrong answers. No one will see your answers but the people at the American Institutes for Research. You do not have to put your name on any of these tests. Now take the paper that has the words, "I AM" in a box at the top. I'll read the instructions with you.

5. Read aloud the instructions on the inventory. Say,

   Now do the next three pages in the same way. As soon as you are finished, put your pencil down, turn your paper over, and put it to one side of your desk.

6. When the students appear to be finished, say,

   Now take out the next paper. It says, "WOULD JOHN?" at the top. I'll

read the directions with you.

7. Read aloud the instructions on the inventory. Say,

   Finish this page and the rest of the pages in the same way. When you are done, put your pencil down, turn your paper over, and put it with the other one on your desk.

8. When the students appear to be finished, say,

   Now take out the last paper. It says, "WOULD YOU?" at the top. I'll read the directions with you.

9. Read aloud the instructions on the inventory. Say,

   Finish this page and the rest of the pages in the same way. When you are done, put your pencil down, turn your paper over, and put it with the other one on your desk.

10. When the students appear to be finished, say,

    As you finish, put the materials back in the packet and seal it. Please pass the packet to the front of the room. Thank you very much for your help in this part of the project. I am sure you found it interesting to see how you feel about yourself.

11. Dismiss the group or move into the next study activity.

APPENDIX H-1

PERCENTAGE RESPONSES BY ETHNIC GROUPS

Item No.	Response Categories	"Would John"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
1.	A	1.0	3.5	2.3	1.9	3.5	3.1
	B	17.4	16.7	20.2	7.7	7.9	14.0
	C	27.5	34.2	29.5	44.4	40.5	44.2
	D	39.1	33.8	33.3	30.4	29.5	31.0
	E	15.0	11.8	14.7	15.5	18.5	7.8
		n = 207	n = 228	n = 129	n = 207	n = 227	n = 129
2.	A	8.2	10.6	3.9	5.3	4.4	7.0
	B	28.5	25.6	35.7	24.2	14.7	20.9
	C	36.7	20.7	26.4	27.1	28.0	31.8
	D	20.8	22.5	23.3	25.6	31.6	28.7
	E	5.8	20.7	10.9	17.9	21.3	11.6
		n = 207	n = 227	n = 129	n = 207	n = 225	n = 129
3.	A	8.2	13.2	7.0	1.0	8.4	2.3
	B	25.1	20.7	31.8	9.7	15.5	20.2
	C	30.4	23.3	31.8	35.3	28.8	28.7
	D	20.3	19.8	19.4	31.4	26.5	25.6
	E	15.9	22.9	10.1	22.7	20.8	23.3
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 129
4.	A	13.0	15.9	12.4	9.7	15.4	11.6
	B	34.3	28.3	31.0	30.4	21.6	26.4
	C	33.3	27.9	34.1	39.1	31.7	34.9
	D	15.9	14.2	17.8	15.0	18.1	20.9
	E	3.4	13.7	4.7	5.8	13.2	6.2
		n = 207	n = 226	n = 129	n = 207	n = 227	n = 129
5.	A	7.2	6.2	7.0	1.0	3.1	1.6
	B	18.8	13.2	7.8	2.4	3.1	0.8
	C	24.2	13.2	25.6	5.3	9.7	4.7
	D	21.3	22.9	19.4	15.5	14.5	15.6
	E	28.5	44.5	40.3	75.8	69.6	77.3
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 128
6.	A	2.9	5.8	2.3	2.9	1.8	0.8
	B	18.1	17.3	21.7	11.7	6.2	15.5
	C	43.6	36.7	48.8	45.1	35.0	41.9
	D	26.0	27.4	20.9	34.0	39.8	31.0
	E	9.3	12.8	6.2	6.3	17.3	10.9
		n = 204	n = 226	n = 129	n = 206	n = 226	n = 129

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John" White	"Would John" Black	"Would John" Mexican-American	"Would You" White	"Would You" Black	"Would You" Mexican-American
7.	A	5.4	5.3	4.7	5.3	5.8	3.1
	B	21.5	13.3	20.9	11.6	6.6	14.7
	C	36.6	17.3	24.8	30.9	17.7	20.2
	D	20.5	23.0	27.9	27.1	19.9	33.3
	E	16.1	41.2	21.7	25.1	50.0	28.7
		n = 205	n = 226	n = 129	n = 207	n = 226	n = 129
8.	A	7.2	9.3	3.9	2.4	3.5	3.1
	B	9.2	19.0	16.3	3.9	7.5	6.3
	C	29.0	34.1	37.2	30.1	32.6	35.9
	D	33.3	20.4	20.9	37.4	35.2	39.1
	E	21.3	17.3	21.7	26.2	21.1	15.6
		n = 207	n = 226	n = 129	n = 206	n = 227	n = 128
9.	A	4.8	6.6	3.1	0.5	2.2	0.8
	B	10.1	11.5	15.5	6.3	5.3	7.8
	C	22.7	16.7	21.7	21.3	15.0	21.1
	D	34.3	29.1	37.2	25.1	23.3	28.9
	E	28.0	36.1	22.5	46.9	54.2	41.4
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 128
10.	A	2.9	3.5	2.3	1.9	0.9	0.0
	B	6.8	6.6	8.5	1.0	3.1	1.6
	C	15.5	15.0	14.0	12.6	10.1	11.8
	D	23.2	24.7	28.7	21.7	18.9	28.3
	E	51.7	50.2	46.5	62.8	67.0	58.3
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 127
11.	A	8.3	6.2	3.9	0.5	3.5	1.6
	B	28.6	14.6	20.9	4.8	4.8	4.7
	C	29.6	23.5	23.3	19.8	15.9	17.1
	D	15.5	24.8	26.4	40.1	32.6	40.3
	E	18.0	31.0	25.6	34.8	43.2	36.4
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129
12.	A	9.3	19.5	7.0	7.2	11.0	10.9
	B	20.0	19.0	14.1	13.5	13.7	11.6
	C	22.4	25.2	28.1	23.2	32.6	31.0
	D	20.0	20.4	25.8	26.1	22.5	25.6
	E	28.3	15.9	25.0	30.0	20.3	20.9
		n = 205	n = 226	n = 128	n = 207	n = 227	n = 129
13.	A	5.3	7.1	9.3	3.4	6.2	4.7
	B	26.7	20.4	23.3	12.1	15.9	20.2
	C	38.8	35.0	39.5	39.6	33.5	40.3
	D	20.4	22.1	20.9	32.9	27.8	31.8
	E	8.7	15.5	7.0	12.1	16.7	3.1
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
14.	A	3.9	5.3	0.8	1.4	3.1	1.6
	B	12.6	19.9	13.2	6.3	13.2	8.5
	C	27.2	31.4	41.1	28.0	26.9	35.7
	D	35.0	26.5	33.3	41.5	37.9	33.3
	E	21.4	16.8	11.6	22.7	18.9	20.9
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129
15.	A	3.9	4.9	3.1	2.4	2.7	1.6
	B	11.7	15.0	19.4	11.1	11.6	13.2
	C	38.8	39.8	34.1	43.5	38.2	39.5
	D	28.6	25.2	30.2	30.4	30.2	30.2
	E	17.0	15.0	13.2	12.6	17.3	15.5
		n = 206	n = 226	n = 129	n = 207	n = 225	n = 129
16.	A	6.8	8.8	4.7	3.9	4.9	4.7
	B	15.5	13.3	19.4	11.1	11.9	19.4
	C	34.5	29.6	28.7	36.7	23.5	24.8
	D	27.2	27.9	33.3	29.5	34.5	38.0
	E	16.0	20.4	14.0	18.8	25.2	13.2
		n = 206	n = 226	n = 129	n = 207	n = 226	n = 129
17.	A	7.3	12.8	10.9	3.4	7.9	5.5
	B	13.1	15.5	13.2	13.0	11.0	15.6
	C	24.8	23.9	28.7	27.1	29.5	28.1
	D	32.0	27.4	25.6	38.6	26.0	28.9
	E	22.8	20.4	21.7	17.9	25.6	21.9
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 128
18.	A	1.9	11.8	7.8	0.5	3.1	4.7
	B	6.8	11.4	14.0	3.9	4.8	6.3
	C	26.1	18.9	25.6	16.5	19.8	18.8
	D	34.8	31.6	30.2	42.2	30.4	35.2
	E	30.4	26.3	22.5	36.9	41.9	35.2
		n = 207	n = 228	n = 129	n = 206	n = 227	n = 128
19.	A	13.0	8.8	8.5	18.0	6.2	13.3
	B	19.8	17.5	15.5	18.4	14.1	16.4
	C	23.7	22.4	25.6	25.2	22.0	17.2
	D	24.6	23.2	23.3	19.4	25.6	25.0
	E	18.8	28.1	27.1	18.9	32.2	28.1
		n = 207	n = 228	n = 129	n = 206	n =227	n = 128
20.	A	3.4	9.7	5.4	2.4	3.5	1.6
	B	14.5	12.4	10.1	7.3	7.0	14.1
	C	28.5	28.3	31.8	25.2	18.9	28.1
	D	30.0	22.1	34.9	38.3	35.2	31.3
	E	23.7	27.4	17.8	26.7	35.2	25.0
		n = 207	n = 226	n = 129	n = 206	n = 227	n = 128

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John" White	"Would John" Black	"Would John" Mexican-American	"Would You" White	"Would You" Black	"Would You" Mexican-American
21.	A	7.8	4.8	4.7	6.8	3.5	6.3
	B	19.9	12.3	14.7	10.1	5.7	7.0
	C	27.7	29.1	29.5	29.5	23.3	22.7
	D	26.2	21.1	27.1	27.1	27.8	22.7
	E	18.4	32.6	24.0	26.6	39.6	41.4
		n = 206	n = 227	n = 129	n = 207	n = 227	n = 128
22.	A	9.2	8.8	5.4	7.2	2.2	3.1
	B	24.6	14.1	16.3	12.1	8.4	12.5
	C	29.5	18.9	29.5	25.6	23.1	23.4
	D	20.8	18.1	31.8	26.1	19.6	35.2
	E	15.9	40.1	17.1	29.0	46.7	25.8
		n = 207	n = 227	n = 129	n = 207	n = 225	n = 128
23.	A	3.4	4.4	7.8	1.9	2.2	0.8
	B	9.2	16.3	10.9	6.3	10.2	9.4
	C	23.2	26.4	25.6	22.2	21.7	20.3
	D	29.5	25.6	31.0	31.9	26.1	30.5
	E	34.8	27.3	24.8	37.7	39.8	39.1
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 128
24.	A	5.8	4.8	3.9	1.9	1.8	3.9
	B	17.4	12.3	10.1	4.3	7.1	4.7
	C	27.1	19.8	20.2	17.9	13.7	14.8
	D	23.2	18.9	24.0	26.6	20.4	28.1
	E	26.6	44.1	41.9	49.3	57.1	48.4
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 128
25.	A	8.8	5.8	8.5	4.9	6.7	3.9
	B	14.1	9.0	16.3	9.3	7.1	11.6
	C	23.4	28.7	22.5	27.5	21.9	30.2
	D	26.3	24.2	22.5	38.7	29.5	30.2
	E	27.3	32.3	30.2	19.6	34.8	24.0
		n = 205	n = 223	n = 129	n = 204	n = 224	n = 129
26.	A	3.9	4.5	5.4	2.5	3.1	0.0
	B	11.2	17.1	10.9	6.4	7.1	9.3
	C	24.4	25.7	30.2	25.0	28.6	27.1
	D	38.5	29.7	32.6	43.1	31.7	38.0
	E	22.0	23.0	20.9	23.0	29.5	25.6
		n = 205	n = 222	n = 129	n = 204	n = 224	n = 129
27.	A	8.8	6.3	7.0	5.9	4.5	1.6
	B	18.5	15.7	24.0	9.3	8.5	15.7
	C	39.0	30.9	28.7	40.2	30.0	36.2
	D	26.8	27.8	22.5	34.8	37.7	33.1
	E	6.8	19.3	17.8	9.8	19.3	13.4
		n = 205	n = 223	n = 129	n = 204	n = 223	n = 127

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John" White	"Would John" Black	"Would John" Mexican-American	"Would You" White	"Would You" Black	"Would You" Mexican-American
28.	A	2.4	6.7	3.9	0.0	3.1	2.3
	B	8.3	11.6	13.2	5.4	4.9	5.4
	C	21.5	21.9	21.7	15.7	14.7	25.6
	D	33.7	26.3	34.1	37.3	29.9	39.5
	E	34.1	33.5	27.1	41.7	47.3	27.1
		n = 205	n = 224	n = 129	n = 204	n = 224	n = 129
29.	A	8.8	8.5	7.0	3.4	4.9	4.7
	B	17.6	17.0	17.1	8.3	8.0	10.9
	C	32.2	28.7	30.2	23.5	21.9	21.7
	D	24.9	26.5	24.0	32.4	31.7	38.0
	E	16.6	19.3	21.7	32.4	33.5	24.8
		n = 205	n = 223	n = 129	n = 204	n = 224	n = 129
30.	A	2.0	6.7	2.3	1.0	2.2	3.1
	B	7.3	9.8	12.4	2.5	7.6	4.7
	C	19.0	23.2	18.6	14.2	13.8	19.4
	D	23.9	20.5	27.1	28.4	28.1	27.9
	E	47.8	39.7	39.5	53.9	48.2	45.0
		n = 205	n = 224	n = 129	n = 204	n = 224	n = 129

APPENDIX H-2

Chi Square, Degrees of Freedom and Significance Levels
for Cross Tabulations on "Would John" and "Would You" Instruments

	"Would John"			"Would You"		
Item No.	χ^2*	df	p	χ^2	df	p
1.	7.33210	8	0.5013	12.00547	8	0.1510
2.	36.92365	8	0.0000	12.40598	8	0.1340
3.	19.35394	8	0.0131	25.23001	8	0.0014
4.	21.27567	8	0.0065	17.66342	8	0.0239
5.	24.48059	8	0.0019	9.66939	8	0.2890
6.	12.39930	8	0.1343	25.36362	8	0.0013
7.	48.83751	8	0.0000	42.85646	8	0.0000
8.	22.09027	8	0.0048	8.16915	8	0.4171
9.	13.55183	8	0.0942	10.45053	8	0.2348
10.	2.42248	8	0.9652	10.32797	8	0.2428
11.	27.60008	8	0.0006	10.52566	8	0.2301
12.	24.96710	8	0.0016	11.33843	8	0.1833
13.	11.40789	8	0.1796	20.52478	8	0.0085
14.	20.76059	8	0.0078	11.75391	8	0.1625
15.	6.26390	8	0.6177	3.16556	8	0.9235

APPENDIX H-2 (Cont.)

Item No.	"Would John"			"Would You"		
	χ^2	df	p	χ^2	df	p
16.	8.61672	8	0.3757	20.41750	8	0.0089
17.	6.23590	8	0.6208	14.31411	8	0.0739
18.	24.61479	8	0.0018	13.11105	8	0.1081
19.	8.00723	8	0.4328	25.50285	8	0.0013
20.	17.13550	8	0.0287	15.14493	8	0.0564
21.	16.44150	8	0.0365	15.25333	8	0.0544
22.	51.15927	8	0.0000	30.65314	8	0.0002
23.	12.84498	8	0.1173	4.61333	8	0.7980
24.	18.40556	8	0.0184	9.09822	8	0.3341
25.	8.66535	8	0.3713	18.62662	8	0.0170
26.	7.77354	8	0.4559	10.76368	8	0.2155
27.	21.06050	8	0.0070	18.27811	8	0.0192
28.	10.31619	8	0.2435	23.31485	8	0.0030
29.	2.14578	8	0.9762	4.80666	8	0.7780
30.	14.25984	8	0.0752	10.88009	8	0.2086

* χ^2 = chi square, df = degrees of freedom, p = significance

APPENDIX I-1

PERCENTAGE RESPONSES BY ETHNIC GROUPS

Item No.	Response Categories	How I Am			How I Would Like to Be			Most of My Classmates Think I Am		
		White	Black	Mexican-American	White	Black	Mexican-American	White	Black	Mexican-American
1.	A	14.0	34.1	9.4	87.9	88.5	74.2	10.7	35.6	13.2
	B	47.8	23.5	23.4	8.7	5.5	17.2	38.5	16.7	26.4
	C	34.8	38.5	60.9	1.9	3.7	7.8	38.5	28.2	42.6
	D	2.9	0.4	1.6	0.5	0.5	0.0	5.4	4.2	6.2
	E	0.5	3.5	4.7	1.0	1.8	0.8	6.8	15.3	11.6
		n = 207	n = 226	n = 128	n = 206	n = 218	n = 128	n = 205	n = 216	n = 129
2.	A	2.9	26.5	3.1	62.1	73.4	56.6	3.9	22.7	4.7
	B	27.1	23.9	18.9	28.6	18.7	20.2	18.6	17.6	20.3
	C	58.0	42.5	62.2	8.3	7.0	20.9	46.1	37.0	47.7
	D	6.8	3.1	9.4	1.0	0.5	0.8	16.2	6.5	12.5
	E	5.3	4.0	6.3	0.0	0.5	1.6	15.2	16.2	14.8
		n = 207	n = 226	n = 127	n = 206	n = 214	n = 129	n = 204	n = 216	n = 128
3.	A	54.1	77.6	44.5	87.7	86.6	80.5	41.2	56.5	33.6
	B	33.3	17.0	35.2	9.3	7.9	13.3	30.4	22.4	28.1
	C	11.1	4.0	19.5	2.0	4.6	6.3	19.6	14.5	26.6
	D	1.4	0.9	0.0	0.5	0.5	0.0	4.4	2.3	6.3
	E	0.0	0.4	0.8	0.5	0.5	0.0	4.4	4.2	5.5
		n = 207	n = 223	n = 128	n = 204	n = 216	n = 128	n = 204	n = 214	n = 128
4.	A	27.8	47.1	26.2	88.3	81.9	64.6	22.1	42.3	15.6
	B	40.5	26.9	29.4	6.8	12.1	24.4	34.3	24.7	27.3
	C	27.3	21.5	35.7	3.9	3.7	8.7	31.4	23.3	35.9
	D	2.9	0.9	6.3	1.0	1.9	0.8	7.4	4.2	9.4
	E	1.5	3.6	2.4	0.0	0.5	1.6	4.9	5.6	11.7
		n = 205	n = 223	n = 126	n = 206	n = 215	n = 127	n = 204	n = 215	n = 128
5.	A	51.7	63.7	40.3	88.8	87.6	71.9	42.0	59.5	35.4
	B	23.7	17.3	21.7	6.8	6.9	14.8	29.8	14.4	30.7
	C	17.9	14.2	27.9	2.9	3.7	12.5	20.5	18.1	20.5
	D	4.8	0.9	5.4	0.5	0.9	0.0	3.4	2.3	4.7
	E	1.9	4.0	4.7	1.0	0.9	0.8	4.4	5.6	8.7
		n = 207	n = 226	n = 129	n = 206	n = 217	n = 128	n = 205	n = 215	n = 127

APPENDIX I-1 (Cont.)

Item No.	Response Categories	How I Am			How I Would Like to Be			Most of My Classmates Think I Am		
		White	Black	Mexican-American	White	Black	Mexican-American	White	Black	Mexican-American
6.	A	19.3	36.4	16.5	69.9	72.9	50.4	11.8	36.2	8.6
	B	29.0	21.4	30.7	18.9	10.3	21.3	18.2	15.5	25.8
	C	37.7	33.2	40.9	9.2	11.7	23.6	33.5	30.0	44.5
	D	8.2	2.3	7.9	1.0	1.9	2.4	19.7	6.1	12.5
	E	5.8	6.8	3.9	1.0	3.3	2.4	16.7	12.2	8.6
		n = 207	n = 220	n = 127	n = 206	n = 214	n = 127	n = 203	n = 213	n = 128
7.	A	24.3	53.6	26.6	83.0	81.7	62.2	24.0	44.7	25.2
	B	44.2	19.6	32.0	12.1	13.6	26.8	38.7	25.3	29.1
	C	26.2	21.4	35.2	3.9	3.3	9.4	22.1	19.4	25.2
	D	1.9	2.7	2.3	0.0	0.0	0.8	6.9	4.1	10.2
	E	3.4	2.7	3.9	1.0	1.4	0.8	8.3	6.5	10.2
		n = 206	n = 224	n = 128	n = 206	n = 213	n = 127	n = 204	n = 217	n = 127
8.	A	35.9	42.8	23.6	86.9	80.3	64.8	25.1	46.7	21.1
	B	33.5	24.8	29.1	7.3	8.0	22.7	31.5	19.6	21.1
	C	24.3	26.1	33.1	4.4	8.9	10.2	29.6	22.4	34.4
	D	4.4	3.2	8.7	0.5	1.4	0.8	6.4	3.7	10.9
	E	1.9	3.2	5.5	1.0	1.4	1.6	7.4	7.5	12.5
		n = 206	n = 222	n = 127	n = 206	n = 213	n = 128	n = 203	n = 214	n = 128
9.	A	33.8	56.1	25.0	85.9	82.9	66.9	27.3	48.4	19.5
	B	43.0	22.6	27.3	8.7	9.7	16.5	34.6	14.6	31.3
	C	18.8	16.3	32.8	3.4	4.6	13.4	22.0	24.4	24.2
	D	3.9	1.4	10.2	1.0	0.9	0.8	6.8	4.7	10.2
	E	0.5	3.6	4.7	1.0	1.9	2.4	9.3	8.0	14.8
		n = 207	n = 221	n = 128	n = 206	n = 216	n = 127	n = 205	n = 213	n = 128
10.	A	29.0	56.1	18.0	83.0	81.6	68.0	24.9	49.1	23.6
	B	35.3	22.0	35.9	11.2	10.1	17.2	26.8	17.8	26.8
	C	30.4	17.0	37.5	3.9	6.0	12.5	30.7	22.9	24.4
	D	4.3	1.3	6.3	1.0	1.8	0.8	6.8	3.3	14.2
	E	1.0	3.6	2.3	1.0	0.5	1.6	10.7	7.0	11.0
		n = 207	n = 223	n = 128	n = 206	n = 217	n = 128	n = 205	n = 214	n = 127

APPENDIX I-2

Chi Square, Degrees of Freedom and Significance Levels
for Cross Tabulations on Semantic Differential Instruments

	How I Am			How I Would Like to Be			Most of My Classmates Think I Am		
Item No.	χ^2*	df	p	χ^2	df	p	χ^2	df	p
1.	79.74228	8	0.0000	22.57549	8	0.0040	67.54562	8	0.0000
2.	76.69939	8	0.0000	29.34206	8	0.0003	50.91183	8	0.0000
3.	54.20256	8	0.0000	8.16693	8	0.4173	22.73412	8	0.0037
4.	37.85306	8	0.0000	33.90823	8	0.0000	42.96329	8	0.0000
5.	28.50473	8	0.0004	26.98412	8	0.0007	29.54303	8	0.0003
6.	31.19905	8	0.0001	30.76884	8	0.0002	70.45840	8	0.0000
7.	56.71634	8	0.0000	27.40102	8	0.0006	30.11281	8	0.0002
8.	21.74504	8	0.0054	30.52448	8	0.0002	42.33920	8	0.0000
9.	70.39340	8	0.0000	23.77628	8	0.0025	49.42645	8	0.0000
10.	69.51129	8	0.0000	17.17802	8	0.0283	45.87865	8	0.0000

* χ^2 = chi square, df = degrees of freedom, p = significance

APPENDIX J

The Analysis Model

The full model (FM) which was adopted is shown below:

$$Y_i = b_0X_{0_i} + b_1X_{1_i} + b_2R_{E_i} + b_3R_{C_i} + b_4R^2_{E_i} + b_5R^2_{C_i} + e_i, \qquad (1)$$

where,

Y_i = a dependent variable score for student i (i.e., a factor score),

X_{0_i} = a constant added by the regression program (equal to 1 [one] for each student),

X_{1_i} = a treatment/film variable which equals 1 (one) if student i belongs to an experimental (film) group and which equals 0 (zero) if student i was a control group (no film) subject,

R_{E_i} = "self-image level" for student i if he were an experimental group student, 0 (zero) if he were a control group student,

R_{C_i} = "self-image level" for student i if he were a control group student, 0 (zero) if he were an experimental group student,

$R^2_{E_i}$ = the square of the student i's R_E score,

$R^2_{C_i}$ = the square of the student i's R_C score,

$b_0 - b_5$ = constants solved by a multiple regression program when X_1, R_E, R_C, R^2_E and R^2_C are regressed on Y,

e_i = an error component.

(Note: The subscript i has been deleted from all the models/equations to be described later. The reader should remember that the values of the X and R variables actually pertain to individual students even though the subscript has been dropped.)

Now, for each <u>control</u> group student this model becomes,

$$Y = b_0X_0 + b_10 + b_20 + b_3R_C + b_40 + b_5R_C^2 + e,$$

or,

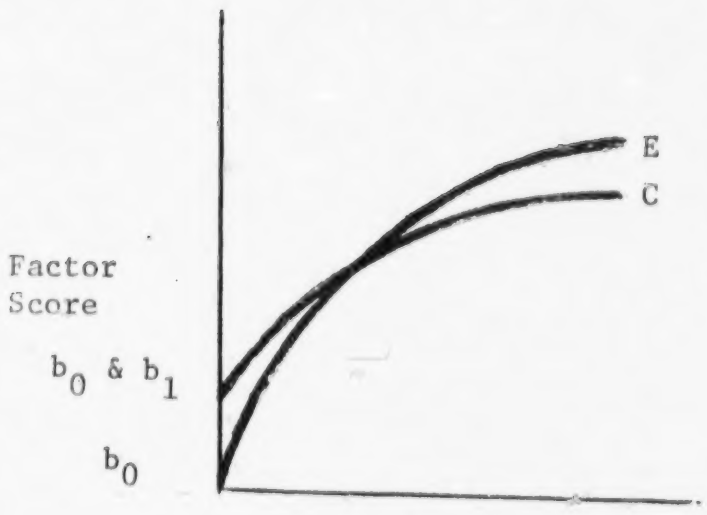
$$Y = b_0X_0 + b_3R_C + b_5R_C^2 + e, \qquad (2)$$

because, for these students, X_1, R_E and R_E^2 are all equal to zero. By the same logic, the full model for experimental group students will become,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_4R_E^2 + e. \qquad (3)$$

In effect, then, the single full model (equation 1) incorporates two models at the same time, the relation of R_C and R_C^2 to Y (equation 2) and the relationship of R_E and R_E^2 to Y (equation 3). Figure 1 shows what two these two relationships might look like for such a full model.

FIGURE 1



b_0 = control group intercept
b_0 & b_1 = experimental group intercept
b_2 = slope of experimental group curve
b_3 = slope of control group curve
b_4 = bend in experimental group curve
b_5 = bend in control group curve

Restricted Models. Restrictions are placed on a full model in accordance with the effects one is interested in testing. For example, one might ask whether at least one of the weights for the quadratic component is significantly different from zero. The null hypothesis, then, would be that,

$$b_4 = b_5 = 0,$$

in the full model, equation 1. Substituting this restriction into the full model equation yields,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + 0R_E^2 + 0R_0^2 + e,$$

which becomes,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + e. \tag{4}$$

One then regresses X_1, R_E and R_C on Y and tests for a significant difference between the multiple R^2 for the full model (equation 1) and the multiple R^2 for this restricted model. The appropriate statistic for this test is the partial F test,

$$F = \frac{R^2_{FM} - R^2_{RM} / (NP_{FM}) - (NP_{RM})}{1 - R^2_{FM} / N - (NP_{FM})} \tag{5}$$

where,

R^2_{FM} = R^2, full model,
R^2_{RM} = R^2, restricted model,
NP_{FM} = number of parameters in the full model,
NP_{RM} = number of parameters in the restricted model,
N = the total number of subjects.

(NP_{FM} - NP_{RM}) and (N - NP_{FM}) are the proper degrees of freedom for this F. In the present example NP_{FM} = 6 and NP_{RM} = 4. Let us assume that the F obtained in the present example was large enough that it was unlikely that $b_4 = b_5 = 0$ (i.e., either one or both of the coefficients is probably non-zero in the population).

The inference that either or both of the weights are non-zero, however, does not indicate that they are the same. Rather, we must create a new restriction to test this particular hypothesis. Let the null hypothesis be that b_4 and b_5 have the same value in the population; that is,

$$b_4 = b_5 = b,$$

where b is a common weight.

Placing this restriction on the full model shown in equation 1 yields,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + bR_E^2 + bR_C^2 + e.$$

But, R_E^2 and R_C^2 are multiplied by the same constant, b, so we can combine R_E^2 and R_C^2 into one variable as follows,

$$Y = b_0X_0 + b_1X_1 + b_2R_E^2 + b_3R_C + b(R_E^2 + R_C^2) + e. \qquad (6)$$

Since R_E^2 is the square of the "self-image level" for experimental students and zero for control students and since R_C^2 is the square of the "self-image level" score for control students and zero for experimental group students, the new variable (R_E^2 + R_C^2) is merely a single variable with the square of each student's "self-image level" over both experimental and control groups.

One then regresses the four variables, X_1, R_E, R_C and $(R_E^2 + R_C^2)$ on Y and performs the partial F test shown in equation 5. If the F is significant, the null hypothesis that,

$$b_4 = b_5 = b,$$

would be rejected. The reader should note that the present hypothesis is meaningful only if the null hypothesis that,

$$b_4 = b_5 = 0,$$

had been rejected. That is, it does not make much sense to ask if the two quadratic weights are different if neither of them is greater than zero.

Next, the same kind of restrictions may be placed on the constants for linear effects in equation 1. To test for the presence of linear effects, the appropriate null hypothesis would be,

$$b_2 = b_3 = 0.$$

The restricted model would become,

$$Y = b_0X_0 + b_1X_1 + 0R_E + 0R_C + b_4R_E^2 + b_5R_C^2 + e$$

or,

$$Y = b_0X_0 + b_1X_1 + b_4R_E^2 + b_5R_C^2 + e. \qquad (7)$$

The constants in this model would then be estimated by regressing X_1, R_E^2 and R_C^2 on Y and comparing the multiple R^2 of this model with that of the full model by means of a partial F test.

The null hypothesis that the two linear slopes are the same could also be tested. The restriction,

$$b_2 = b_3 = b,$$

could be placed on the full model yielding,

$$Y = b_0X_0 + b_1X_1 + bR_E + bR_C + b_4R_E^2 + b_5R_C^2 + e,$$

which can be reduced to,

$$Y = b_0X_0 + b_1X_1 + b(R_E + R_C) + b_4R_E^2 + b_5R_C^2 + e. \quad (8)$$

The new variable, $(R_E + R_C)$ is similar to that created previously for R_E^2 and R_C^2, $(R_E^2 + R_C^2)$. The variables X_1, $(R_E + R_C)$, R_E^2 and R_C^2 would then be regressed on Y and the usual partial F test computed. This test also does not make much sense unless there is reason to believe b_2 and/or b_3 is greater than zero.

Lastly, one may wish to test whether or not the experimental $(b_0 + b_1)$ and control (b_0) group intercepts are significantly different. Thus, the null hypothesis,

$$b_1 = 0,$$

would be tested. If this restriction were placed on the full model, the restricted model would become,

$$Y = b_0X_0 + b_2R_E + b_3R_C + b_4R_E^2 + b_5R_C^2 + e. \quad (9)$$

This particular method of testing intercept differences by setting b_1 equal to 0 (zero) is most logical when one views $b_0 + b_1$ as a constant that is added to all experimental group scores and just b_0 is added to all control group scores; thus if $b_1 = 0$, then $b_0 = b_0 + b_1$.

All restricted model R^2's were evaluated against the R^2 for the same six parameter full model; that is, when higher order effects (e.g., quadratic, quadratic interaction and even linear interaction effects) were not statistically significant, the investigators did not revise the full model so as to exclude such non-significant components. This latter procedure, similar to pooling non-significant sums of squares into the error term in the analysis of variance, involves assuming that the null hypotheses for non-significant effects are true when they cannot be rejected. The investigators chose not to be forced to make this kind of assumption since failing to reject a null hypothesis (i.e., that the effect tested is not statistically significant) is a function of the probability of failing to reject a <u>false</u> null hypothesis and since this probability is usually unknown - most certainly in exploratory studies such as the present one.

To review, the test of the full model that is shown examined whether or not all components in the model together could be zero. Restricted Model 1 simultaneously tested for the presence of quadratic relationships between "self-image level" and the factor score variable associated with it for experimental and control group students. Restricted Model 2 examined the hypothesis that these quadratic coefficients were different. Restricted Model 3 simultaneously tested the hypothesis that the linear relationship between "self-image level" and its dependent variable were non-zero for both experimental students and control students. Restricted Model 4 sought to answer the question of whether or not the linear coefficients were the same for experimentals and for controls. The last model, Restricted Model 5, examined the difference in intercepts between experimental and control group regression lines when the "self-image level" variable for each group was regressed on the appropriate dependent variable factor score for that group.

APPENDIX K

Regression Analysis Coefficients for the Seven Factors of the "Would John" Instrument for Each Ethnic Group

Factors (Whites)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	5.93	4.34	3.13	4.32	5.00	4.80	2.62
Curvilinear interaction	3.73	4.04	4.12	3.74	4.27	2.45	3.16
Linear slope	-2.51	-1.14	0.02	-1.29	-1.48	-1.44	0.83
Linear interaction	-0.62	-0.53	-1.08	-0.45	-0.73	0.36	-0.24
Intercept (Controls)	-1.46	-2.36	-2.00	-1.75	-1.91	-1.34	-1.34
Intercept difference*	-0.61	0.82	0.70	0.05	-0.04	-0.61	-0.17

Factors (Blacks)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	4.10	5.25	3.55	3.91	3.69	3.59	3.71
Curvilinear interaction	2.80	2.80	2.98	5.93	2.85	4.18	1.44
Linear slope	-0.58	-2.03	-0.18	-0.53	-0.27	0.04	0.06
Linear interaction	0.28	-0.05	0.13	-2.08	0.05	-0.46	1.48
Intercept (Controls)	-1.56	-1.32	-1.81	-2.23	-1.45	-1.93	-1.40
Intercept difference*	-0.43	-0.28	0.25	0.31	-0.45	0.27	-0.51

Factors (Mexican-Americans)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	6.03	4.58	4.55	3.01	5.71	3.52	2.07
Curvilinear interaction	2.99	6.26	4.72	3.03	3.91	3.35	3.23
Linear slope	-2.14	-1.44	-0.78	0.64	-1.90	-0.16	1.58
Linear interaction	-0.22	-2.66	-1.44	-0.43	1.08	-0.41	0.22
Intercept (Controls)	-1.53	-2.54	-1.92	-1.23	-1.50	-1.74	-1.81
Intercept difference*	-1.06	0.61	0.08	-0.59	-0.84	-0.18	0.24

* Intercept difference = experimental group intercept minus control group intercept.

APPENDIX L

Significance Levels of Regression Analyses on
the Seven Factors of the "Would John" Instrument
for Each Ethnic Group

Factors (Whites)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.05	.01	.01	.01	.01	.01
Curvilinear interaction	.01	NS	.05	NS	NS	.01	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	NS	.05	NS	NS	.01	NS
Intercept	.01	.01	.01	NS	NS	.01	.05

Factors (Blacks)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.05	.01	NS	.01	NS	NS	.01
Curvilinear interaction	.01	.01	NS	.01	NS	NS	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	.01	NS	.01	.05	NS	.01
Intercept	.01	.01	.05	.01	.01	.01	.01

Factors (Mexican-Americans)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.01	.01	NS	.01	NS	.01
Curvilinear interaction	.01	.01	NS	NS	NS	NS	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	.01	NS	NS	.01	NS	.05
Intercept	.01	.01	NS	.01	.01	NS	.05

* Note: Significance levels of full model and linear slope are a consequence of the way in which the self-image "level" variable was derived (i.e., by ranking the dependent variable). This is true for all factors and for all races.

APPENDIX M

Regression Analyses of Factor Scores and Self-Image Level
for Each Ethnic Group on the "Would John" Instrument

	Ethnic Groups								
	White			Black			Mexican-American		
	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value
FACTOR I									
Full Model	.95	6	765.82	.97	6	1,364.04	.95	6	468.40
Restricted Models									
Curvilinear bend	.93	4	38.96	.97	4	4.24	.94	4	14.08
Curvilinear interaction	.94	5	20.98	.97	5	7.64	.94	5	17.97
Linear slope	.82	4	264.61	.90	4	234.60	.85	4	121.99
Linear interaction	.94	5	26.35	.97	5	16.16	.94	5	26.46
Intercept	.94	5	42.52	.96	5	37.88	.92	5	64.81
FACTOR II									
Full Model	.97	6	1,517.85	.96	6	960.93	.97	6	857.14
Restricted Models									
Curvilinear bend	.97	4	3.73	.94	4	34.68	.95	4	57.35
Curvilinear interaction	.97	5	3.56	.95	5	33.81	.97	5	9.18
Linear slope	.89	4	313.55	.84	4	278.17	.82	4	339.75
Linear interaction	.97	5	.79	.95	5	47.62	.97	5	15.61
Intercept	.96	5	125.40	.95	5	12.92	.96	5	42.47
FACTOR III									
Full Model	.93	6	568.28	.94	6	725.84	.93	6	329.75
Restricted Models									
Curvilinear bend	.93	4	5.27	.94	4	.27	.92	4	5.94
Curvilinear interaction	.93	5	5.37	.94	5	.53	.93	5	.95
Linear slope	.86	4	110.96	.89	4	108.17	.83	4	85.62
Linear interaction	.93	5	4.04	.94	5	1.61	.93	5	.06
Intercept	.92	5	41.82	.94	5	6.70	.93	5	.28
FACTOR IV									
Full Model	.93	6	563.48	.96	6	1,067.65	.94	6	369.37
Restricted Models									
Curvilinear bend	.93	4	8.72	.95	4	31.52	.94	4	1.77
Curvilinear interaction	.93	5	3.32	.96	5	16.13	.94	5	3.46
Linear slope	.84	4	140.62	.85	4	313.62	.89	4	50.53
Linear interaction	.93	5	1.46	.96	5	24.99	.94	5	.00
Intercept	.93	5	.26	.96	5	12.20	.93	5	20.11

APPENDIX M (Cont.)

	Ethnic Groups								
	White			Black			Mexican-American		
	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Values	R^2	Number of Parameters	F Value
FACTOR V									
Full Model	.95	6	804.72	.95	6	896.50	.93	6	328.12
Restricted Models									
Curvilinear bend	.95	4	14.54	.95	4	.55	.92	4	11.39
Curvilinear interaction	.95	5	3.04	.95	5	.77	.93	5	1.62
Linear slope	.85	4	213.25	.90	4	147.81	.81	4	104.44
Linear interaction	.95	5	2.65	.95	5	4.80	.93	5	7.11
Intercept	.95	5	.13	.95	5	28.55	.91	5	31.78
FACTOR VI									
Full Model	.93	6	530.48	.96	6	1,148.94	.95	6	453.94
Restricted Models									
Curvilinear bend	.92	4	9.93	.96	4	1.55	.95	4	.77
Curvilinear interaction	.93	5	14.78	.96	5	1.75	.95	5	.24
Linear slope	.84	4	121.91	.90	4	198.53	.88	4	82.01
Linear interaction	.92	5	23.49	.96	5	2.22	.95	5	.10
Intercept	.92	5	32.92	.96	5	9.95	.95	5	2.26
FACTOR VII									
Full Model	.96	6	1,065.20	.95	6	850.45	.96	6	675.56
Restricted Models									
Curvilinear bend	.96	4	6.33	.94	4	13.86	.96	4	10.74
Curvilinear interaction	.96	5	9.82	.95	5	12.51	.96	5	8.07
Linear slope	.91	4	134.74	.91	4	88.61	.93	4	59.91
Linear interaction	.96	5	2.26	.94	5	29.44	.96	5	5.43
Intercept	.96	5	4.66	.94	5	30.55	.96	5	4.58

APPENDIX N

Regression Analysis Coefficients for the Seven Factors of the "Would You" Instrument for Each Ethnic Group

Factors (Whites)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	4.10	4.27	5.61	7.18	3.67	4.79	5.24
Curvilinear interaction	3.38	3.24	4.09	3.68	4.52	2.70	3.22
Linear slope	-0.33	-0.79	-2.27	-3.73	-0.44	-1.39	-1.78
Linear interaction	-0.70	-0.41	-1.26	-0.98	-1.46	-0.06	-0.36
Intercept (Control)	-1.36	-1.61	-1.30	-1.54	-1.84	-1.52	-1.63
Intercept difference*	-0.47	-0.11	-0.74	-0.80	0.21	-0.45	-0.44

Factors (Blacks)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	3.90	4.14	4.38	6.43	3.21	5.14	2.93
Curvilinear interaction	4.05	2.82	4.49	4.18	3.86	4.48	3.05
Linear slope	-0.70	-0.44	-1.07	-3.04	0.28	-1.73	0.23
Linear interaction	-0.58	0.47	-1.40	-1.62	-0.49	-1.07	0.36
Intercept (Control)	-1.96	-1.65	-1.82	-1.45	-1.71	-2.03	-1.54
Intercept difference*	0.17	-0.20	-0.28	-0.57	0.13	0.20	0.14

Factors (Mexican-Americans)

Coefficients	I	II	III	IV	V	VI	VII
Curvilinear bend	4.93	2.62	4.63	8.08	6.20	4.17	4.83
Curvilinear interaction	3.56	3.80	3.86	6.01	3.28	3.83	5.26
Linear slope	-1.28	1.12	-1.04	-3.77	-2.46	-0.56	-1.40
Linear interaction	-0.06	-0.67	-0.61	-2.68	-0.10	-0.22	-1.26
Intercept (Control)	-1.82	-1.84	-1.58	-2.32	-1.90	-1.85	-2.38
Intercept difference*	-0.31	0.19	-0.73	-0.86	-0.47	0.19	0.28

* Intercept difference - experimental group intercept minus control group intercept.

APPENDIX O

Significance Levels of Regression Analyses on
the Seven Factors of the "Would You" Instrument
for Each Ethnic Group

Factors (Whites)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.01	.01	.01	.01	.01	.01
Curvilinear interaction	NS	NS	.05	.01	NS	.01	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.05	.05	.01	.01	NS	.01	.01
Intercept	.01	NS	.01	.01	NS	.01	.01

Factors (Blacks)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	NS	.01	.01	NS	.01	NS
Curvilinear interaction	NS	.01	NS	.01	.05	NS	NS
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	NS	.01	NS	.01	NS	NS	NS
Intercept	.05	.01	.05	.01	NS	.05	NS

Factors (Mexican-Americans)

F Tests	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.05	.01	NS	.01	.01	NS	.01
Curvilinear interaction	NS	.01	NS	NS	.01	NS	NS
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	NS	.05	NS	.01	.01	NS	NS
Intercept	NS	NS	.01	.01	.01	NS	NS

* Note: Significance levels of full model and linear slope are a consequence of the way in which the self-image "level" variable was derived (i.e., by ranking the dependent variable). This is true for all factors and for all races.

APPENDIX P

Regression Analyses of Factor Scores and Self-Image Level
for Each Ethnic Group on the "Would You" Instrument

	Ethnic Groups								
	White			Black			Mexican-American		
	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value
FACTOR I									
Full Model	.98	6	1,649.36	.96	6	987.69	93	6	315.30
Restricted Models									
Curvilinear bend	.97	4	7.86	.95	4	6.08	.92	4	3.23
Curvilinear interaction	.98	5	1.82	.96	5	.12	.93	5	3.04
Linear slope	.90	4	334.88	.87	4	215.18	.85	4	68.43
Linear interaction	.98	5	6.19	.96	5	.16	.93	5	3.54
Intercept	.97	5	54.04	.96	5	4.02	.93	5	3.72
FACTOR II									
Full Model	.95	6	801.55	.97	6	1,416.99	.96	6	600.45
Restricted Models									
Curvilinear bend	.95	4	5.15	.97	4	2.61	.96	4	6.97
Curvilinear interaction	.95	5	.99	.97	5	7.81	.96	5	13.34
Linear slope	.87	4	171.67	.91	4	219.95	.91	4	81.92
Linear interaction	.95	5	6.41	.97	5	15.35	.96	5	5.30
Intercept	.95	5	1.51	.97	5	7.57	.96	5	2.74
FACTOR III									
Full Model	.95	6	763.42	.92	6	529.27	.89	6	195.40
Restricted Models									
Curvilinear bend	.93	4	42.67	.91	4	13.30	.88	4	1.88
Curvilinear interaction	.95	5	6.53	.92	5	.46	.89	5	.24
Linear slope	.81	4	281.62	.82	4	153.92	.81	4	43.29
Linear interaction	.95	5	13.52	.92	5	.05	.89	5	.72
Intercept	.93	5	67.74	.92	5	6.31	.88	5	13.32
FACTOR IV									
Full Model	.88	6	297.77	.95	6	856.71	.95	6	509.47
Restricted Models									
Curvilinear bend	.84	4	36.81	.91	4	90.34	.91	4	59.41
Curvilinear interaction	.87	5	18.90	.95	5	15.70	.95	5	3.31
Linear slope	.70	4	148.88	.77	4	414.37	.76	4	256.69
Linear interaction	.86	5	28.25	.94	5	35.88	.95	5	10.91
Intercept	.86	5	30.72	.94	5	47.86	.94	5	38.66

	Ethnic Groups								
	White			Black			Mexican-American		
	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value	R^2	Number of Parameters	F Value
FACTOR V									
Full Model	.91	6	395.84	.97	6	1,263.45	.96	6	608.88
Restricted Models									
Curvilinear bend	.90	4	7.80	.97	4	2.88	.95	4	24.25
Curvilinear interaction	.91	5	3.43	.97	5	5.29	.95	5	23.14
Linear slope	.81	4	103.76	.90	4	208.92	.85	4	182.59
Linear interaction	.91	5	2.21	.97	5	3.45	.95	5	32.34
Intercept	.91	5	2.70	.97	5	2.81	.96	5	17.36
FACTOR VI									
Full Model	.96	6	1,009.58	.95	6	867.99	.92	6	281.71
Restricted Models									
Curvilinear bend	.96	4	17.27	.94	4	24.94	.92	4	.63
Curvilinear inceraction	.96	5	16.10	.95	5	2.65	.92	5	.21
Linear slope	.87	4	249.27	.84	4	259.02	.85	4	51.77
Linear interaction	.95	5	36.20	.95	5	2.38	.92	5	.18
Intercept	.95	5	35.29	.95	5	4.47	.92	5	1.21
FACTOR VII									
Full Model	.97	6	1,147.10	.95	6	901.11	.95	6	440.99
Restricted Models									
Curvilinear bend	.96	4	30.46	.95	4	1.24	.94	4	9.29
Curvilinear interaction	.96	5	18.92	.95	5	.11	.95	5	.05
Linear slope	.86	4	325.93	.90	4	114.48	.84	4	122.79
Linear interaction	.96	5	35.34	.95	5	.09	.95	5	.43
Intercept	.96	5	34.77	.95	5	2.67	.95	5	3.82